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ABSTRACT

The document provides a compendium of 83 "best practices" in the vocational rehabilitation of clients with learning disabilities. Practices (N=120) were originally identified by a literature search, contacts with experts on learning disabilities, contacts with learning-disabled individuals, and contacts with community-based organizations providing vocational rehabilitation services. Identified practices were then field-tested and rated by 10 Wisconsin rehabilitation counselors. Preliminary information summarizes policies governing eligibility determination in Wisconsin, discusses the nature of learning disabilities, and presents views of learning-disabled individuals. Practices are grouped into the following categories: program operations, application/eligibility determination (including vocational assessment), individualized written rehabilitation plan, training, and employment. Usually provided for each "best practice" is the original source, suggested ways to use the practice, a description of the practice, and any forms or evaluation devices associated with the practice. An annotated bibliography describes nine print materials and nine videotapes to assist in the vocational rehabilitation of persons with learning disabilities. There are an additional 11 references. (DB)

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Successful Vocational Rehabilitation of Persons with Learning Disabilities:

BEST PRACTICES

The Wisconsin Association for Children and Adults
with Learning Disabilities
and
The Vocational Studies Center, University of Wisconsin-Madison
in cooperation with
The Wisconsin Division of Vocational Rehabilitation

September, 1989

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INTRODUCTION

Summary

This section will address the following topics:

- Project goal and design;
- Formal policies that govern the eligibility of an individual with learning disabilities for vocational rehabilitation services in Wisconsin;
- A functional description of learning disabilities;
- A sampling of what individuals with learning disabilities say about their experiences.

Project Goal

The goal of this project was to identify and test best practices in the vocational rehabilitation of clients with learning disabilities. "Best practices" in this context include not only techniques that a counselor could use with clients in one-to-one or group settings, but also program management approaches and services that a counselor could purchase from community based organizations and postsecondary education/training programs. In carrying out this effort, the project focused on the vocational rehabilitation (VR) counselor's typical work environment. The typical work environment of many VR counselors in a state/federal rehabilitation program includes responsibility for a caseload of 125-175 clients with various disabilities, and $40-60,000 in case service funds per year with which to serve them. Because individual cases are opened and closed at any time, a typical counselor might work with 250 different individuals during the course of a single fiscal year. In Wisconsin, the average annual case services expenditure per client served for fiscal year 1988 was $435 (Division of Vocational Rehabilitation, 1989).

Project Design

Potential best practices were generated in the following ways. First, project staff searched the literature, including final products of completed model demonstration and research programs, as well as interim findings of those demonstration/research efforts still in progress. Second, staff contacted rehabilitation counselors in all 50 states considered by their supervisors and peers to be experts in serving clients with learning disabilities. Third, staff contacted state and local chapters of the Association for Children and Adults with Learning Disabilities in all 50 states in order to obtain the views of learning disabled individuals who were current or former clients in their state's VR program. Fourth, staff obtained information from community based organizations from whom VR purchased services.

These efforts generated an initial pool of 120 potential "best practices" that project staff prepared in a loose-leaf format for use by participating counselors. To test these approaches under normal working conditions, ten counselors from the Wisconsin Division of Vocational Rehabilitation (DVR) volunteered to participate in the project from its inception.

To facilitate the process and monitor progress, project staff, participating counselors, and the DVR central office liaison staff person met as a group four times per year. Project staff also conducted site visits to each of the ten counselors' home offices every eight to ten weeks. Each participating counselor was free to test whatever practice he/she felt would meet the needs of particular clients with learning disabilities and meshed with their professional skills and approach.

Midway through year three of the project, staff had the participating counselors formally rate the value of each potential best practice on its utility to their professional peers. Only those items rated as most useful ("4" or "5" on a 5-point scale), or items tested and found effective by an individual counselor or other human service worker, were included in this handbook.

The second section of the handbook contains these best practices, grouped according to the stage in the rehabilitation process that seemed most appropriate. Depending upon the individual client's needs and counselor's approach, any given practice might be quite helpful in one or more stages of the rehabilitation process in addition to the one suggested in this publication.

Policies That Govern Eligibility Determination in Wisconsin

In any human service, practice is governed by legal regulations and agency policy. This project operated within the mainstream of Wisconsin's Division of Vocational Rehabilitation. Thus, a summary of DVR policy governing eligibility determination for clients with learning disabilities is necessary.

As described in the VR Program Policy Manual (July, 1987), pages 2.2.19 - 2.2.24, the following procedures governs eligibility determination for DVR applicants with learning disabilities.

Section Ten - Learning Disabilities Supplement

A. Definition. Learning Disability means a psycho-neurological disability which manifests itself as a disorder in attention, understanding, perceiving or using spoken or written words or numbers (i.e. a disorder in acquiring, storing and/or retrieving information and includes a heterogeneous group of disorders caused by known or presumed/inferred central nervous system dysfunction).

B. The majority of referrals of learning disabled individuals are anticipated to come from local educational agencies. Referrals of individuals from the educational system should meet the following conditions:

1. VR counselor participation in the multi-disciplinary team evaluation is appropriate as early as age 14. This does not necessarily mean that the student must be a current applicant for VR services.

2. Referrals for the determination of eligibility and the provision of services are appropriate when the individual is at or approaching working age.

3. Referrals should include the multi-disciplinary team staffing and diagnostic information pertinent to the learning disability.

C. Self-referred individuals or referrals of non-school age individuals will necessitate a thorough diagnostic study to pinpoint the specific learning disability and rule out learning problems resulting from visual, hearing, motor disabilities, mental retardation, mental illness, or environmental, cultural or economic disadvantage.

D. Documentation of learning disability. The Department of Public Instruction has provided DVR with criteria that are used by educational agencies to determine a learning disability. The DPI criteria and the Department of Education Guidelines may be used to demystify the information provided by public schools when referrals are made to DVR.

For adults referred to service where a learning disability is suspected, the following observable functional disabilities may indicate the need for assessment to diagnose the learning disability:

1. Visual or auditory perceptual problems which may have the following effects:

   - Inefficiency - it takes longer to do a job;
   - Errors - frequent mistakes;
   - Accident proneness - some are easily startled;
   - Difficulty with basic academic skills - trouble making change, reading instructions, etc.;
   - Trouble performing a sequence of tasks - multiple-step directions are sometimes hard to follow.

2. Social Discrimination: Inability to judge feelings behind a tone of voice, inability to read non-verbal communication, inability to judge acceptable social distance.

3. Sense of Balance: Knowing left from right.

4. Proprioception: Knowing where one is in space, which may result in clumsiness.

5. Tactile - Perceptual Problems: Trouble holding a pencil, knowing how hard to press a pen to paper.

The initial diagnosis of a specific learning disability is generally accomplished through educational professionals. Those individuals identified as learning disabled through the educational system should be referred to the Division of Vocational Rehabilitation.

In addition to a physician's statement regarding the individual's general health status, the preliminary diagnostic study must include a psychological evaluation current within the last three years for applicants still in school and not older than one year for adults or persons not in school. The psychological evaluation may be performed by:

1. An individual licensed as a school psychologist by the Department of Public Instruction and with expertise in the diagnosis of learning disability and/or,

2. An individual licensed by the State Board of Regulation and Licensing and with expertise in the diagnosis of learning disability.

E. The preliminary diagnostic study must include at least one of the following:

1. psycho-neurological evaluation;
2. speech and hearing evaluation;
3. functional visual evaluation, e.g. opthalmological or optometric;
4. educational evaluation (e.g. diagnostic reading tests);
5. occupational and/or physical therapy evaluation;
6. work evaluation.

F. Diagnosticians should be requested to report the diagnosis, the functional limitations, the vocational implications, the existence of any compensating skills developed by the individual, and recommendations regarding the potential benefits from the provision of services for remediation and/or compensation.

G. The source of a learning disability is presumed to be within the individual and not imposed by external sources such as economic disadvantage, delinquency, cultural or social disadvantage, language disadvantage (i.e. English is a second language) or extended absence from school. These conditions may exist concurrently with the learning disability. They also may indicate a high probability that the individual has a problem/condition other than a learning disability.

H. Individuals who have learning problems which are associated with visual or hearing impairments, motor handicaps, mental retardation, or emotional disturbance may be eligible for vocational rehabilitation services under other categories.

I. The presence of a learning disability does not constitute automatic eligibility for vocational rehabilitation services. Many learning disabilities are minor in nature and do not require adaptations in academic or vocational settings.

J. Severe vs. non-severe. There are also specific learning disabilities that are serious in nature and will require extensive services in order for the individual to become employed.

The severity of the learning disability must be documented according to RSA Functional Guidelines on determining severity. The learning disability may be considered severe if the disability has a significant impact and severely limits one or more of the functional capacities.

K. Ineligibility. The applicant who has a diagnosis of learning disability but whose current employment is secure with no documentable history of underemployment due to disability reasons is not eligible. While there is a documentable disability, the criterion of a substantial vocational handicap caused by the disability is not met.

Services Available through the Wisconsin Division of Vocational Rehabilitation

After becoming eligible for services, the client with learning disabilities can receive an array of assistance. For example, services that may be available include vocational evaluation, counseling and guidance, physical and mental restoration, vocational and other training services, maintenance, transportation, interpreter and reader services, job placement, post-employment services, and other services which may assist in the rehabilitation of the individual. Employment options available to the individual include competitive job placement, self employment, sheltered work, transitional employment, homemaking or domestic, and homebound work, among others.

Certain services listed below which may be provided in whole or in part by the Division of Vocational Rehabilitation require the establishment of financial need. Other services included in the second list are, if determined necessary by DVR, provided regardless of financial need. Similar benefits are considered in both situations.

Financial Need Required

- Room and board while attending school
- Transportation
- Occupational licenses, tools, equipment and supplies
- Training: Tuition and books at
    - Approved private trade schools
    - University of Wisconsin System
    - Vocational, Technical and Adult Education System
- Training materials for preparatory instruction, correspondence study, tutorial training
- Physical restoration
    - Medical and psychiatric treatment
    - Physical and occupational therapy
    - Artificial limbs
    - Orthotic braces
    - Glasses
    - Artificial eyes
    - Wheelchairs
    - Hearing aids

Financial Need Not Required

- Medical and psychological evaluation
- Comprehensive vocational evaluation
- Counseling and guidance, both vocational and personal adjustment
- Job seeking skills
- Job placement assistance
- Reader services to the Blind
- Work adjustment, skill training - rehabilitation facilities

These services are delivered as part of the rehabilitation process. All clients proceed through the steps in this process. These "statuses" are outlined in Figure One.

What Is a Learning Disability?

Assumptions

More than many other disabilities, the field of learning disabilities is plagued with definitional difficulties (ACLD, 1986; Algozzine and Ysseldyke, 1986; Hammell, Leigh, McNutt and Larson, 1987; Coles, 1987; Bartole, 1989; Galaburda, 1989; and Rourke, 1989). The staff of this project, however, used the following set of assumptions in carrying out their work:

1. Persons identified as learning disabled face real and lifelong difficulties in developing their skills in the educational, vocational, and/or inter-personal realms.

2. Though difficult to measure with the precision and consistency found in the measurement of many other disabilities, learning disabilities can in many cases be circumvented and/or compensated for, thus improving an individual's performance in vocational, educational and inter-personal endeavors.

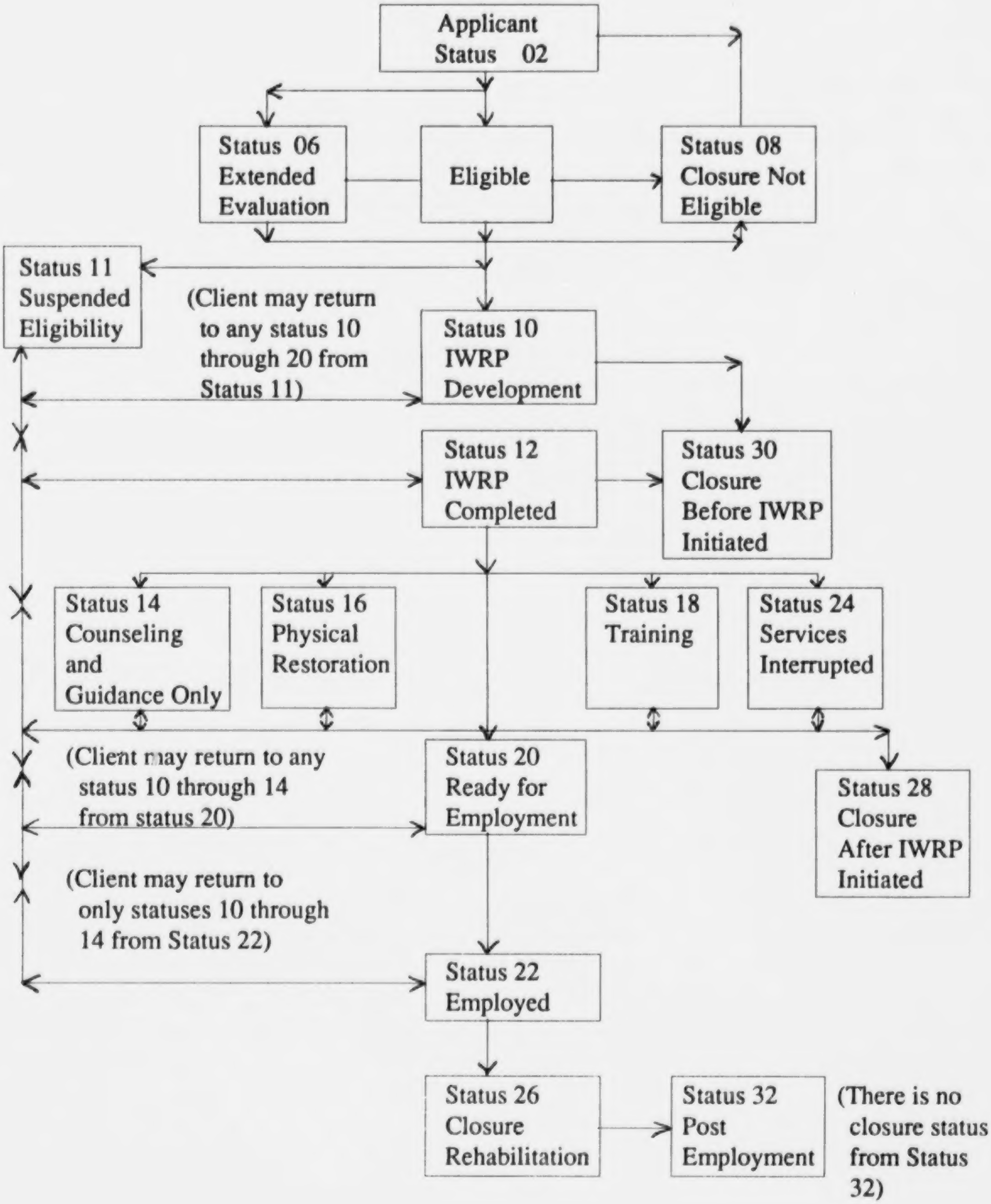
3. Many individuals, especially those who seek help from vocational rehabilitation agencies, experience a constellation of learning disabilities whose severity levels and potential to handicap the individual's performance are in part a function of what the person is expected to do, the context, and the environment in which he or she is expected to do it.

Manifestations of Learning Disabilities

A key problem faced by those who work with learning disabled individuals is that each person possesses a wide and varying array of problems and skills. The approaches that a counselor develops to help one individual do not necessarily apply as a package to the next individual, even though both are considered learning disabled. For example, individuals with learning disabilities may manifest one or more of the following ten characteristics in any combination. These characteristics may occur in various levels of severity, and may be situational in their severity. Some of the characteristics may become evident on the job, or during training, postsecondary education programs, or an evaluation, although they may not have been documented previously. Clients may or may not be aware of these

Figure One

VOCATIONAL REHABILITATION STATUS FLOW CHART


Applicant Status 02
Status 06 Extended Evaluation
Eligible
Status 08 Closure Not Eligible
Status 11 Suspended Eligibility
(Client may return to any status 10 through 20 from Status 11)
Status 10 IWRP Development
Status 12 IWRP Completed
Status 30 Closure Before IWRP Initiated
Status 14 Counseling and Guidance Only
Status 16 Physical Restoration
Status 18 Training
Status 24 Services Interrupted
(Client may return to any status 10 through 14 from status 20)
Status 20 Ready for Employment
Status 28 Closure After IWRP Initiated
(Client may return to only statuses 10 through 14 from Status 22)
Status 22 Employed
Status 26 Closure Rehabilitation
Status 32 Post Employment
(There is no closure status from Status 32)

manifestations, nor understand what is occuring. Descriptions of the ten characteristics are found below.

1. Visual Processing

   This is the process of taking information into the system through the eyes, and then using this information to perform other tasks. Individuals who have difficulty with visual processing would not do well when interpreting written materials (manuals, order processing in a warehouse or restaurant, recording written information in receptionist or secretarial positions). These individuals have probably had much difficulty with school, since a great deal of academic information is transmitted visually. They will benefit from taping materials, using hands-on methods or (maybe!) watching others perform the task. They may require assistance when learning new tasks, completing applications, taking tests, and so forth.

2. Auditory Processing

   This involves processing information taken in through the ears. Individuals with problems in this area have difficulty listening to information and taking notes, and may have difficulty identifying important information from video tapes, understanding a list of information or tasks given to them verbally, or fully understanding what another individual is saying. They may obtain an idea that is completely different from what a speaker is actually saying. At times, these individuals will only hear parts of what someone says, and drift in and out of conversations. They are usually very susceptible to being distracted by other noises in a work or study area. Fans, copy machines, computer printers, phones, or people walking by can all be distractions. Compensations include using a quiet work or study place, taping information (classes, meetings), constantly checking with persons in conversation to ensure understanding and cooperation, and receiving assistance for note-taking required by training programs. These individuals would benefit from job coaching in employment settings and individual support/teaching during training programs.

3. Fine Motor Processing

   Persons who have this difficulty become frustrated with tasks involving small movements or requirements to work very quickly. Typing, computer entry, working with small parts, working with papers (filing), and assembly line work would not be good choices for this individual. Once again, the ability to make quick decisions and adjust the body for fine movements is not there. This may or may not have been documented during high school, because people often make allowances for individuals being "clumsy" during adolescence. Typing skills may be developed, but the speed may not be fast enough for employment. A good compensation for individuals interested in clerical type positions would be to base pay on work completed instead of providing an hourly wage.

4. Vocal Expression

   These individuals require additional time to process questions or information before they can develop and present a response. In many cases, especially in school, they may have been considered slow, shy, or dumb. The verbal delivery necessary when responding to others is difficult for them. Processing deficits become evident as the individual develops what he/she wants to say and tries to transfer this information to spoken words. Problems will be painfully evident during interviews, phone conversations, social conversations, and in their attempts to ask questions. During interviews, employers will usually look unfavorably upon these delays. Individuals with vocal expression problems often have difficulty developing social acquaintances and participating in conversations, discussions, or oral exams. Requesting assistance or asking questions is difficult for them. These individuals would have great difficulty in receptionist positions, sales positions, or some service technician positions, depending on the amount of public contact.

5. Space Orientation

In many cases, someone with this characteristic functions as if two individuals were in a single body. A great deal of effort is needed to function in the most basic ways. Information taken in through any way (eyes, ears, tactile) may enter the brain from two sides independently. Processing becomes very difficult! Walking, sitting, climbing stairs and other physical activities are very taxing because the individual exerts a great deal of energy concentrating and planning to carry out activities. The person may complain of extreme exhaustion and fatigue. Medical exams may or may not identify what is occuring. These exams may be returned saying "good muscle strength, coordination, flexibility" and so forth. It will not be obvious that these individuals work extremely hard in order to produce results. It may be feasible for such persons to work only short periods of time. These persons also have no concept of spacial relations such as "in back of," "in front of," "behind," "before," "after," "next to," and so forth. Employment situations involving fast movements (restaurants), delivery, warehouse work (fork-lift driving, materials handling), and finding one's way in large buildings (e.g., libraries) would be very difficult and anxiety producing. These individuals also become easily disoriented, even by turning around rapidly in the same room, and may be unable to re-orient themselves with the use of landmarks. Driving can be very difficult.

6. Time Management

Individuals with this characteristic are usually easy to identify because they often miss meetings, interviews, and other scheduled events. They may have developed compensations using clocks or calendars, but it is not unusual for them to forget to look at the clock or calendar, or misread it. They tend to have difficulty arranging their day, and may plan a very hectic schedule, not realizing the amount of time required for each task. On the job, they may have difficulty changing schedules, going on breaks, and returning from breaks. If they are engaged in an activity that they really enjoy, they may continue working after their shift is completed. Jobs requiring the use of a time clock or periodic shift changes would not coincide with this individual's frame of reference. This person can also be very frustrating for employers, yet may not understand what he or she has done wrong. Other difficult situations include keeping appointments (so sales jobs may not be feasible), completing tasks with specific time requirements (such as time clocks) or performing certain tasks that must be completed on time (changing machinery settings or reading gauges at the same time every day).

7. Balance

These individuals appear awkward, and experience difficulty when judging distances. They would not be candidates for jobs that require climbing or working with heights. Sedentary jobs are preferable. It may be difficult for these individuals to learn to drive, but not impossible.

8. Coordination

This is a mixture of problems between balance and spacial perception. Once again, these people may function as if two persons were in one body. The physical fatigue this causes may be evident. They generally have less difficulty processing information, but lack control over body movements. They would not be good candidates for busy work areas or around machinery. Teaching these people to "slow themselves down" can be helpful. In contrast to the person with space orientation problems who has difficulty due to thinking about what they are doing, these individuals may not think enough, and tend to be unaware of what's around them.

9. Social Dysfunctions

Individuals experiencing this difficulty have little awareness of their impact on others. They have little knowledge or understanding of concepts such as "personal space", and may stand very close to people, or actually touch people constantly on the shoulder, arm or back. They may have difficulty interacting with others since they do not catch inuendos or "unwritten rules." They may have difficulty understanding or telling jokes, participating in conversations, or cooperating on projects at work or in school. They may have difficulty understanding the roles of supervisor, employee, and co-worker, and make individuals around them uncomfortable (e.g., asking a supervisor to go out on a date, interrupting conversations or joining in at inappropriate times). They also tend to have problems understanding role shifts. (You can play softball with the supervisor on Saturday, and then he or she may discipline you for poor work on Monday). Job coaching can be extremely beneficial for these individuals by helping them to understand social situations, helping co-workers learn to assist by explaining context as well as key facts, and by developing support systems on the worksite.

10. Setting Priorities

These individuals may appear on the surface to be organized. For example, they may use daily and weekly lists to schedule their activities, develop agendas if they are chairing meetings, or prepare outlines if they are writing a paper. However, the contents of these lists, agendas and outlines vary wildly in importance, even if each item relates in some way to the issues at hand. In addition, these individuals tend to treat all items on the list with equal -- and grave -- importance, thus dissipating a great deal of time and energy on topics that others would consider trivial, or would deal with summarily in order to focus on key elements.

Seemingly extraneous issues, such as deciding where to go for a group lunch (during a formal meeting, for instance) can suddenly absorb as much time and energy as determining the goals and policy of the organization. Another example might be the individual who, when assigned to develop a publicity brochure spends 60 minutes on the wording of a single sentence, yet devotes only a few minutes to the logistics of producing and disseminating the finished product on a schedule that will allow the brochure to reach its its intended audience in time for them to act on its content. Getting closure on an issue -- making final decisions -- is often very difficult for these individuals. A simple way to determine if a client has this difficulty is to help the person generate a list of five - eight actions that will be required as part of the rehabilitation process (ensuring that some items are definitely less critical than others), ask the individual to rank them in terms of importance, and then ask him or her to explain why they ranked them in that particular order.

Some Common Characteristics of College Students with Learning Disabilities

Even highly skilled and intelligent individuals with learning disabilities face problems when the demands of their aspirations challenge areas of their functioning in which they experience learning disabilities. For example, college students with learning disabilities are described in the publication College Students with Learning Disabilities (McBurney Resource Center, 1984) in the following ways:

Reading Skills

1. slow reading rate and/or difficulty in modifying reading rate in accordance with the difficulty of the material;

2. poor comprehension and retention;

3. difficulty identifying important points and themes;

4. poor mastery of phonics, confusion of similar words, difficulty integrating new vocabulary.

Written Language Skills

1. difficulty with sentence structure (e.g., incomplete sentences, run-on's, poor use of grammer, missing inflectional endings);

2. frequent spelling errors (e.g., omissions, substitutions, transpositions), especially in specialized and foreign vocabulary;

3. inability to copy correctly from a book or the blackboard;

4. slow writer;

5. poor penmanship (e.g., poorly-formed letters, incorrect use of capitalization, trouble with spacing, overly-large handwriting).

Oral Language Skills

1. inability to concentrate on and comprehend oral language;

2. difficulty in orally expressing ideas which he/she seems to understand;

3. written expression is better than oral expression;

4. difficulty speaking grammatically correct English;

5. difficulty telling a story in proper sequence.

Mathematical Skills

1. demonstrates incomplete mastery of basic facts (e.g., mathematical tables);

2. reverses numbers (e.g., 123 to 321 or 231);

3. confuses operational symbols;

4. copies problems incorrectly from one line to another;

5. has difficulty recalling the sequence of operational processes;

6. has difficulty understanding and retaining abstract concepts;

7. has difficulty comprehending word problems;

8. demonstrates reasoning deficits.

Organizational and Study Skills

1. time management difficulties;

2. slow to start and complete tasks;

3. repeated inability, on a day-to day basis, to recall what has been taught;

4. difficulty following oral and written directions;

5. lack of overall organization in written notes and compositions;

6. short attention span during lectures;

7. inefficient use of library reference materials.

Social Skills

Some adults with LD may have social skill problems due to their inconsistent perceptual abilities. For the same reason that a person with visual perceptual problems may have trouble discriminating between the letters "b" and "d," he/she may be unable to detect the difference between a joking wink and a disgusted glance. People with auditory perceptual problems might not notice the difference between sincere and sarcastic comments, or be able to recognize other subtle changes in tone of voice. These difficulties in interpreting nonverbal messages may result in lowered self-esteem for some adults with LD, and may cause them to have trouble meeting people, working cooperatively with others, and making friends.

What Do Individuals with Learning Disabilities Say About Their Experiences

In trying to understand and thus work more effectively with clients who are learning disabled, rehabilitation counselors should become familiar with what LD folks themselves have to say. There are three main sources of such information: a) published material; b) LD individuals' personal experiences; and c) the LD clients served by the VR agency.

Published Material

Composite History of LD Adults

Faas (Winter, 1988-89, pp. 13-15) studied thirty chronically unemployed adults with LD on a variety of factors, including intelligence, academic achievement, personality patterns, learning style, locus of control, and right-left brain preference, and reported the results as follows.

"The post high school employment histories of the subjects were examined in terms of the type and number of jobs each person had held. An indepth interview was conducted with each subject. The chronically unemployed subjects were clients in a post high school level transition skill development program at the Life Development Institute operated in Phoenix by Research and Development Training Institutes, Inc. Most of these clients were referred to this program by vocational rehabilitation counselors."

"Personal interviews with the learning disabled adults included in this study made it possible to learn about aspects of their lives that are not described by quantitative data. Most noticeable was their lack of social maturity. In many cases, their social development was more suggestive of early adolescence than of adulthood."

"The following 'composite history' is based on a synthesis of clinical observations made while evaluating and interviewing these LD adults. While the heterogeneous nature of this population involves many variations from the pattern described below, these observations describe this population in a general sense."

"Most of these individuals entered kindergarten with enthusiasm and great expectations. Being learning disabled was neither recognized nor anticipated by them or their parents. The first indication that they were having difficulty occurred during first or second grade when their parents were asked to come to school for a conference about their academic problems. Testing by a school psychologist, a physical examination by their family doctor and a vision and hearing exam followed."

"Extra help and tutoring in reading began by third or fourth grade. Help with problems in other academic areas was also provided in many cases."

"By the time they reached fourth or fifth grade, other students began making comments about the learning problems the subjects were experiencing. Many accounts of badgering by other students were mentioned during the interviews. Abusive comments by other students appear to have been most frequent in those cases where the classroom teacher also was abusive with these students. Accounts of teachers making students stand in front of their class and read orally when it was well known that the student was reading on a first or second grade level, while being mainstreamed into a sixth grade class, were mentioned by several subjects."

"Teachers who singled out these students and embarrassed them in front of their classmates by telling them they were lazy and not trying, and that they would never amount to anything, were referred to by the subjects far too often to be dismissed as isolated cases."

"More testing, visits to doctors and vision specialists and enrollment in summer reading programs routinely occurred by fifth grade. Most of these students indicated that they fully realized by the end of fifth grade that they had a problem and that they were different from the other students. Many of them reported that by sixth grade their life consisted of academics all day plus tutoring and homework after school and during the evenings. Gradual isolation from their peers often developed as their friends played and socialized with each other after school and during the evenings, while they attempted to survive academically."

"One student in her mid-twenties said, 'I went to see my tutor while my friends went to dance classes, took music lessons and went to Campfire meetings. Before long, I found myself on the outside looking in as they did things with each other.' Another student reported that she was the girl with a learning problem for 50 weeks a year. The other two weeks were spent at camp where no one knew or cared about her reading and spelling problems."

"More testing followed during seventh grade, when the students moved from elementary school to the junior high school. For some reason, loss of support services and failure to forward documentation to the next school frequently occurred during this transition."

"Transition from junior high school to high school was even more traumatic. The overwhelming emphasis on academic performance was described by many of the students as a daily reminder of their failure and inadequacy. Lack of correlation between the elementary and secondary districts (Arizona has separate districts) resulted in another loss of support services. A surprising number of students reported that they decided to see if they could get along without telling anyone about their learning problem. This approach is characterized by one male student who stated, 'I decided I would try to bluff it and see what happened.' "

"The 37.3 percent of the 18- to 30-year old students who were not diagnosed until after exiting high school found school attendance equally traumatic. This age range included those who had not exited high school until after passage of PL 94-142."

"Fears that they were mentally retarded or emotionally disturbed haunted them daily. Nausea, feelings of uncontrolled anxiety, and panic were described by many of these students as daily companions as they attempted to survive in school. School appears to have been viewed by many of them as a hostile, unforgiving atmosphere where one hurt was heaped upon another."

"Many of them reported that they arrived on the school campus as late as possible and that they left as soon as permitted without participating in anything that wasn't required. Exceptions were attractive females who were able to gain recognition as cheerleaders and males who were able to participate successfully in athletics. These nonacademic successes appear to have been major pluses that made their academic problems easier to live with."

"Social group affiliation during high school was described as a major problem by most of the students in this study. They weren't successful enough academically to be part of the 'bookworm-national honor society group' nor cute enough to be chosen for the cheerleading squad. Their lack of confidence limited their willingness to expose themselves to the risks involved in affiliating with one of the music or theater groups."

"This left them with two possible groups to affiliate with, or the option of going it alone. They most frequently joined the 'cowboys' group. This meant they had to learn to chew tobacco, drink beer and wear a cowboy hat with a feather on it, levis and hand- tooled leather belt with a big silver buckle and their name on the back. Affiliation with the 'freaks' group, a group that would accept anyone who would join them in doing drugs, was not very satisfying to most of the subjects. The result in most cases was either temporary affiliation with the 'cowboys' and/or the 'freaks' and then going it alone, or an initial decision to go it alone."

"Their inability to affiliate successfully with one or more social groups during their high school experience appears to have further delayed their social development. As these adults grew older, their behavior appears to have been characterized by increasing withdrawal, shyness and apathy."

"Many of these people appeared to view themselves as losers - a belief that the school system seems to have been very effective in reinforcing. Several students reported that they learned how to live on the fringes, sitting at the back of the classroom or along the side of the room close to the front where they would not be directly visible to the teacher and where they could avoid ever making eye contact with the teacher."

"Many of the subjects were physically mature adults with social development characteristic of early adolescence. With notable exceptions, many of the males had reached their early 20's without beginning to date."

"As a group, the learning disabled people interviewed during this study had reached adulthood with an accumulation of academic and social failures that made the promise of a successful future appear uncertain, if not impossible. Failure appears to have become a constant companion and a way of life for many of these adults."

Employment Histories of LD Adults

In studying these individuals' employment history, Faas (Winter, 1988-89, pp. 13-15) found that this population included two subgroups. "The first consisted of those who had never been employed. Members of this group had continued to live with their parents in some cases until their mid-twenties when they enrolled in the R & D Life Development Institute program. Their post high school opportunities for social interaction with others had been in most cases minimal."

"The second group consisted of unemployed adults who had held 1-15 jobs since leaving high school. Their post high school living experiences were characterized by many problems and disappointments. One person indicated that his address before moving into the Life Development Institute apartments had been a tent in the woods northwest of Flagstaff. Another person indicated that her mother had objected when she announced that she planned to live with her boy friend in his car."

"Failure appears to have become a constant companion and a way of life for many of these adults. This phenomenon was observed one day when the job developer at the Life Development Institute received a call from an employer who wanted to know what had happened to a young man who had recently been placed in a job at his restaurant. The employer reported that the young man had been doing excellent work before he disappeared from the job. The job developer checked the client's apartment and found the young man had returned home. When asked why he wasn't at work, the young man replied that he had quit the job. When questioned further, it was learned that the young man had panicked when the employer told him he was doing good work. Not knowing how to respond to a compliment, the young man had taken off his apron, hung it up and left by the back door. It became apparent that this young man knew all about how to fail and that he had plenty of experience with the feelings of rejection that accompany failure. He was so unacquainted with the feelings that are associated with being told that he was succeeding that his success became a threat to him."

"The repeated failure experiences of many of the unsuccessful subjects appears to have convinced them that they lack what is required to take charge of their lives and perform as successful adults. They have learned how to fail so well that they seem to be helpless."

Individual Experiences

Most powerful are individual's own stories. The following examples are quoted with permission from a transcription of callers to the LD Hotline, Seattle, WA (1986).

Problems Adults with Learning Disabilities Encounter with Job Counselors

Caller A. "The first jobs many learning disabled people are offered when seeing a job counselor for the handicapped are food service and maintenance jobs. If these jobs are suitable, fine. Many adults with learning disabilities are unable to do this kind of work, not because they do not want to, but because of their particular kinds of disabilities. Some may test in the superior and normal range of intelligence and need employment in the area of their strengths. By the time the learning disabled adult decides to seek services from these counselors, they are usually very much aware of what they can and cannot do in a job situation, yet find some counselors disagreeing with them and sending them on jobs in which they fail. A hidden handicap is much more difficult to explain to a counselor than a visible handicap. (Those with a hidden handicap have one strike against them before they start.) Many job counselors admit that finding employment for the learning disabled is far more difficult than finding employment for one who has a visible handicap."

Rehabilitation Experience

Caller B. "By the time I decided to get help from a rehabilitation agency, I had tried many jobs and vocational programs without success. Also, I had by a strange quirk of fate found a clinical neurological psychologist who did testing for adults with learning disabilities. Much to my relief, I found exactly what my weak areas were and my strong areas were. Unfortunately, I had more weaknesses than strengths. I was found to have a multitude of learning disabilities and yet I did not have a reading problem and tested in the superior range of intelligence... which was a relief. The doctor explained thoroughly how my disabilities affected various jobs and vocations I had tried and, of course, everything made sense. She could not think of any specific job that I would be able to do because of the variety of disabilities I had, and suggested I try a rehabilitation center. She sent my evaluation to the agency and asked for a counselor knowledgeable on this disorder. Much later, when I was able to see a counselor, I had become accustomed to my handicap and was very much aware of what I could and could not do in a job situation. I also had started doing research on this disorder, having read several books on the subject, and my low self-esteem was already beginning to improve. I had very high hopes that this agency would find me employment and cooperated in every way I could."

"I was very much surprised my counselor did not discuss the evaluation of my testing that had been sent, and I asked if he had read it. The counselor kind of shrugged his shoulders and muttered something sounding like, 'Oh, sure!' It was an eleven page evaluation and quite time-consuming, and if one did not understand learning disabilities, it didn't make much sense. It soon became obvious to me the counselor had no idea what to do with me. He admitted they had no jobs suitable for me and wanted to send me to an umbrella agency for still further testing and a job skills program where I could try various kinds of jobs in a hospital. I had already known what kinds of jobs were offered in this program and each one had something that I could not do well or fast enough to be successful. By turning down this suggestion, I was described as being uncooperative. I was sent to other counselors throughout the year, but never sent to apply for any jobs except at a factory where dentures were manufactured. This was an assembly type job and took four years of training and one had to be fast. When I told the interviewer I had slight motor problems, he told me it would probably take me at least seven years to complete the course! Obviously, this job was not for me either."

"It became quite evident from the numerous counselors who interviewed me that my disabilities were not considered serious. The remarks they made implied I did not really want to work or that I considered myself too good to do menial jobs when, in fact, my motor skills, although slight, prevented me from doing this type of work, along with my other disabilities. I sensed they did not believe me and my new-found self esteem was soon lower than before. I decided that at least I would be happier doing volunteer work in the area of my strengths than trying to convince someone my disabilities were real, when I knew they did not believe me."

Caller C. "When I tried to explain to my counselor why I could not drive, emphasizing my problems with left and right among other disabilities, she replied, 'Oh, driving is easy. You just sit there. First, you turn left and then you turn right!' "

Caller D. "I had been fired from a job in the mail room of a large corporation. I reversed numbers and would get the mail mixed up. Because of my experience in this area, my counselor kept suggesting other jobs of that kind. He did not seem to realize I was slow and no matter how I tried, I did not improve. He thought I would get better with practice. Everything suggested was something I could not do. After awhile I quit going to them and finally found a job on my own."

Caller E. "Because I had done some office work, my counselor kept sending me on job interviews where one had to learn the computer. I could type well enough to get by if there was no pressure and very little typing, but I couldn't possibly compete with others. I couldn't even pass the interview. Those seemed to be the only jobs available. They finally found me a menial job in a hospital. It isn't what I like, but I didn't have any choice."

Caller F. "My counselor said, "What do you mean you have a spacial and balance problem? You didn't bump into the doorway when you came in my office or miss the chair."

Job Experience

Many learning disabled adults want to work so badly they will try almost anything. They also get tired of hearing others comment about their not really wanting to work. They also have the added stress of wondering whether they should or should not tell their employer or interviewer they have learning disabilities.

Caller G. "I had already tried office work and failed because of my specific kinds of disabilities. Knowing I had to find some kind of a job that was a little different, I found a job delivering blueprints. At least it didn't have any office work involved. I was aware of a directional problem that bothered me sometimes, but I figured I could learn the area where the blueprints were to be delivered, since I was told it was just a four block radius and I liked the idea of being outdoors. With the help of my mother, we studied all the streets in that part of the city, even going downtown on a Sunday morning to see them firsthand. She drew me a special little map I could put in my pocket to refer to if I became confused. I really felt confident when I started out that morning. I had been shown during my first interview the approximate size of the blueprints I would be carrying and told the larger rolls would be delivered by someone else by automobile. Much to my surprise, I was handed the two large rolls to carry at the same time which didn't leave me any hands to use to get out my map. All the streets looked so different to me than they did that Sunday morning. There was a lot of traffic with people hurrying past me on the streets. When I finally would find the right street, I would have trouble finding the office building, not knowing which side of the street to look, then getting in the elevator and finding the right office was still difficult."

"I don't know how I ever found any of them as I was getting more confused and panicky all the time. Every time I would return to the office, my boss would ask me what took me so long and I would find more and more piled up to deliver. I couldn't have delivered them in a week and they wanted them all delivered in one day. My arms would be so shaky from holding the heavy rolls, I couldn't stand the thought of one more trip. It was the most upsetting job I had tried so far. When the boss left for lunch, I just walked out and caught a bus and went home. I knew there was no use trying to explain my problem as I wouldn't have been fast enough anyway."

Caller H. "I wanted a job so badly I finally went to an employment agency. I knew it would be quite costly, but I hadn't been able to find one on my own. They found me a filing job at an insurance company. It sounded simple enough. I thought...at least I can recite the alphabet. What I hadn't visualized was the amount of filing that had to be done or that other girls would be doing the same thing and I was not aware of the crowded conditions. I thought I was doing okay until I overheard a conversation between two other girls. They were talking about me and how slow I was. When I compared my stack of papers to theirs, it was obvious to me I couldn't possibly keep up with them. The supervisor apparently was aware of this also as she suggested later that day I try something else. I was beginning to feel the pressure also and wanted to do something else. This new job was using a machine I had never seen before. One had to turn dials left and right, up and down, in order to find names on a screen. At the time, I didn't know I had learning disabilities and I thought this looked like fun. (Later I realized working that machine involved using many of my most severe disabilities.) Trying to operate that machine truly made me feel dizzy, plus giving me a headache. Again, I couldn't possibly keep up with the other girls. Not only were they working faster, they also talked with each other at the same time and some of this conversation included me and how slow I was. I was miserable at lunch time when we were all in the same room. I stuck it out for three days. By then I was a nervous wreck. I knew my supervisor was as confused about my performance as I was because my interview had gone very well and I had felt so confident. I quit before I was fired. Of course, had I known about my handicap, I would not have accepted the job in the first place."

Caller I. "I tried phone work. It wasn't selling, but calling people to find out certain products they used. You had to write down their answers to questions listed on a form which was quite lengthy. One's handwriting had to be legible. My handwriting is not very good unless I write slowly. I usually print, but that takes more time also. We were given maps to mark down the districts we called. I hadn't been told about this and map reading had always been difficult for me. I finally told my employer I had a problem reading maps and I was making a mess of them because I didn't understand. She told me to do the best I could and left the room...so I left, too!"

More Problems Encountered on the Job

Peg. "Peg had graduated from college with honors although she was dyslexic. She was working as a disc jockey at a small radio station, but was finding it more difficult that she had thought. She was beginning to get migraine headaches and her boss was constantly on her back making such remarks as, 'You aren't spontaneous enough' or 'You're just not a natural.' She had worked very hard to get this job and had not told her employer she had learning disabilities because she felt she would not have been hired. She was in a dilemma, knowing in her own mind she wasn't fast enough and yet wanting the job."

Greg. "Greg was working at a fast food restaurant and had told them he was dyslexic before he was hired. Instead of letting him work full time, they gave him shorter hours which meant he received no benefits. They continued to shorten his working hours until he was working only one or two days a week. When he asked for more time, he was told he was too slow. He also felt uncomfortable with his co-workers. He quit that job and found a janitorial job. This time they told him he was not following his schedule and was not getting to work on time."

Jeanne. "Jeanne was also dyslexic and worked as a grocery bagger at a large food corporation. Her manager wanted to promote her to stocking shelves. She didn't want to be promoted because she knew her reading problem would show up and yet the manager thought he was doing her a favor by promoting her. She had kept her disability hidden and did not want others to learn of her problem. She preferred to quit and find the same kind of job elsewhere rather than be pushed into a promotion."

Tim. "Tim was dyslexic and had told his employer when he was hired. He was extremely talented in promoting ideas and overseeing others put his ideas into action. This was his strong area. He was unable to do other types of work that was required in the office. His office manager did not believe he had dyslexia and wanted to add other duties for him to do. One was proof-reading!"

Nancy. "Nancy worked at a small book store where she performed a variety of duties. Nothing was easy for her and she had to concentrate on everything she did which made her slower. If she was under pressure, she mad errors such as reversing pages when making copies in the copy machine or not hearing the right amount and making too many or too few. She could only work half-days because her job was so tiring to her which meant she did not make enough money to be on her own."

VR Client Experiences

The best sources of feedback to vocational rehabilitation counselors are their current and former clients. The reader of this handbook should seek out these individuals, learn from them, and apply the material in this publication to improve services to future clients with learning disabilities.

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PROGRAM OPERATIONS

Introduction

In order to operate an office at peak efficiency, vocational rehabilitation counselors, supervisors, clerical personnel and other staff must address both technical and interpersonal issues systematically and effectively. One example in this section, entitled "Time Study," outlines a way to address both types of issues simultaneously. The example also illustrates an effective strategy to address interpersonal concerns among staff on a long term basis.

Other examples in this section describe the comprehensive process used effectively by individual counselors to serve clients with learning disabilities.

A COOPERATIVE APPROACH BETWEEN THE DEPARTMENT OF REHABILITATION AND SANTA CLARA UNIFIED SCHOOL DISTRICT

Suggested ways to use "A Cooperative Approach..."

1. **Vocational rehabilitation counselors** could use the model as a source of ideas when developing interagency efforts for individuals with disabilities.

2. **Special educators** can use the description of this cooperative approach to develop a more detailed understanding of how VR works. It can also be a source of ideas when creating local interagency programming.

3. **Persons with disabilities and their advocates** can draw ideas from the description to use as options when developing and implementing individualized written rehabilitation plans.

A COOPERATIVE APPROACH BETWEEN THE DEPARTMENT OF REHABILITATION AND SANTA CLARA UNIFIED SCHOOL DISTRICT

Developed and submitted by: Ronnie Saxton-Carlson, Rehabilitation Counselor, Department of Rehabilitation, San Jose, CA 95121, (408) 277-1350

Submitted on: February 20, 1987

The following cooperative approach between the Department of Rehabilitation and the Santa Clara Unified School District covers all six stages of the rehabilitation process:

. Outreach and recruitment;
. Eligibility determination;
. Vocational/learning assessment;
. Planning the Individualized Written Rehabilitation Plan (IWRP);
. Implementing the IWRP;
. Job placement and post employment services.

DESCRIPTION OF COOPERATIVE APPROACH

Introduction

I work with local high schools - recruit seniors while still in school. Most successful clients are those referred by a small school district which maintains a Work-Ability Project. Not all the student referrals are in this project.

Outreach and Recruitment

The counselor meets high school seniors on campus during October and throughout year. Screening and intake involve the counselor, student, the school's work experience coordinator, resource teacher, the school's vocational evaluator, parents, and the school's part-time job developer. (The job developer is involved when the student is enrolled in the Workability Project.) The age range of those served is 14-21.

Eligibility Determination

The work experience coordinator presents referral form and diagnostic information: the psychological evaluation, Individualized Ed. Plan (IEP), transcript, vocational evaluation from on-campus vocational evaluation unit, and teacher's assessment. If the student is also under Workability, an employment plan and resume are usually available. The counselor completes Department of Rehabilitation intake forms with the student, either initially or during a subsequent meeting. The

Department of Rehabilitation's psychological consultant reviews the school's diagnostic information. Rehabilitation may purchase an updated evaluation if necessary.

Vocational/Learning Assessment

The school provides feedback regarding the student's work experience or vocational classes. One school district has an on-campus vocational evaluation unit (Valpar) and a teacher who serves as a part-time vocational evaluator. A larger school district contracts with Goodwill and sends students there for evaluations. This is not as effective - stigma is involved, and it is not as accessible and comfortable for the students.

Planning the IWRP

Subsequent meetings are held on campus, if possible, and if there is time. The student becomes involved with the process while in a familiar setting, and is therefore less likely to lose contact. Support of school while beginning plan - part-time work experience or training while student (e.g. County Occupational Center - trade training, Goodwill or Hope - work adjustment). Most require vocational exploration - information from teachers, counseling from rehabilitation counselor, information interviews (arranged by rehabilitation counselor), tour of training programs.

Implementing the IWRP

If the individual is a Workability student, build on the training and employment skills developed. Assist in the transition from temporary to permanent employment for those already working using OJT experience. Many require work adjustment. This is addressed as developing a contract with Goodwill or Hope. Assist with the development of mobility skills and independent living skills. This is done through contract with a mobility trainer, or a referral to Adult Independent Development Center or Hope for ILS. Solicit parent's involvement to ensure that the client keeps appointments, etc. Use "Reminders/Assignments" - client's checklist after each meeting with counselor.

If the client has no orientation to work, refer him/her to County Youth Employment Services or "SPEDY" - temporary, subsidized, summer employment. The client will sample work and be maintained as a VR client, using summer to plan. Training is provided through Goodwill, Hope, JTPA programs, or the California Conservation Corps. A few go to local Job Corps, Community College or the county occupational center's adult program.

Job Placement/Post Employment

Refer to Hope for direct placement or "Handi-Services" (placement on temporary assignments in industry under the guidance of Hope's job developer).

Work with school's job developer (before June) in an attempt to continue the student's part-time job. The Department of Rehabilitation contracts with individual job developers to work with clients on one-to-one basis. The Department of Rehabilitation's Job Club often is not appropriate due to the group approach and written materials. Use OJT funds (JTPA, NARC, State COD). Use TJTC.

Learning Characteristics and Problems of Persons Served Successfully

The characteristics include specific and severe learning disabilities, limited academic achievement (4th-6th grade levels), attention deficits, limited auditory processing skills, limited independent living skills, limited independent judgment, limited transportation skills. Most successful are those with some kind of vocational exposure while in high school, especially Workability students.

Factors Considered in Implementing this Best Practice

Parent/Significant Other's Participation

The school's work experience coordinator arranges the initial parent meeting, whenever available. The counselor tries to meet on campus during the I.E.P. meeting.

Interagency Involvement

Those involved include: the school district, the county occupational center (through the schools), the Department of Rehabilitation, and work adjustment facilities.

Measures of Success

Success is measured by Department of Rehabilitation statistics (26 closures), and feedback given to the schools by the rehabilitation counselor.

Financial Decisions Related to the Best Practice

The total estimated cost per person served is $1,400. This is DR's cost per successful rehabilitation over the life of the case.

The types of funds used include those from the school, Vocational Rehabilitation, on-the-job evaluation, on-the-job training, the Job Training Partnership Act, Targeted Job Tax Credit, and Workability (through the school).

Guidelines for Use of the Funds

The school coordinator allocates workability funds and pays for the job developer while the student enrolled in high school. School districts that do not have in-house vocational evaluation units purchase vocational evaluations and work experience from Goodwill.

Suggestions You Have for Others to Replicate This Approach

Begin with a small school district. School personnel are the key to organizing teachers, students, and diagnostic information. Recruit and use job developers who contract with the Department of Rehabilitation for one-on-one employment preparation and placement. Work with parents. Provide reality testing for students.

Planned Improvements/Alterations, Inservice Training, and Dissemination Regarding This Approach

The VR counselor is trying to implement the practices used with the Santa Clara Unified School District with another local school district. She is encouraging school districts to apply for and actively use Workability grants. The counselor is recruiting job developers who work effectively with learning disabled clients.

Department of Rehabilitation

Student Referral

Name ______________________ Soc. Sec. # ____________

Address ______________________ Date of Birth ____________

______________________ Telephone ____________

School Attended ______________________ Year in School ____________

Transportation ______________________ Parent Home Phone ____________

Name of Parent ______________________ Parent Work Phone ____________

Disability ______________________________________

____

Physical Limitations ______________________________________

____

Work History/Volunteer/Vocational Training ______________________

____

Vocational Goal ______________________________________

____

Comments ______________________________________

____

* *

Teacher ______________________ Telephone ____________

Contact Person ______________________ Position ____________

Date of Referral ______________________ To D.R. Counselor ____________

Career and Vocational Assessment

Employment Readiness Evaluation

Student's Name ______________________________ School ______________________________

Teacher's Name ______________________________ Date of Referral ______________________

The intent of this form is to rate the student's behavior and performance in class to determine his/her job readiness. Please rate the student's behavioral characteristics using the following scale:

4 = Outstanding; 3 = Very Good; 2 = Satisfactory; 1 = Poor; 0 = Not Observed/Unknown

WORK HABITS

ATTENDANCE is reliable in punctuality and attendance	4	3	2	1	0
APPEARANCE has good hygiene, grooming, dress	4	3	2	1	0
SAFETY uses care in activities that pose a hazard	4	3	2	1	0

LEARNING AND COMPREHENSION

ORAL COMMUNICATION understands instructions, asks for assistance, relays messages	4	3	2	1	0
WRITTEN COMMUNICATION follows written instructions, writes messages/orders	4	3	2	1	0
DEMONSTRATIVE INSTRUCTIONS follows demonstration, model or diagram	4	3	2	1	0
MEMORY remembers locations, instructions, codes, procedures	4	3	2	1	0
JUDGMENT selects among alternatives, makes decisions, solves problems	4	3	2	1	0
CONCENTRATION able to concentrate on task	4	3	2	1	0

TRANSPORTATION

Able to utilize bus or provide own transportation to work	4	3	2	1	0

INTERACTION WITH PEOPLE

SOCIABILITY relates well with public	4	3	2	1	0
TEAMWORK works well as member of a team, focuses attention of team on work	4	3	2	1	0
ACCEPTS CRITICISM accepts suggestions	4	3	2	1	0
SOCIALIZING socializes at appropriate breaks	4	3	2	1	0

PERFORMANCE AND ABILITY

QUALITY performs within well-defined tolerances or specifications	4	3	2	1	0
TIMING adheres to schedule, aware of time restraints	4	3	2	1	0
PACE performs at a consistent rate of speed in the appropriate amount of time	4	3	2	1	0
ORGANIZED follows established methods, sets-up efficient work space or methods	4	3	2	1	0
SIMULTANEITY performs several activities at or near the same time	4	3	2	1	0
DEXTERITY makes fine, coordinated movements	4	3	2	1	0
STAMINA has strength, perserverance, resists fatigue	4	3	2	1	0

A Cooperative Approach, contd.

VISUAL ACUITY					
perceives detail in paperwork or materials	4	3	2	1	0

PERSONAL CHARACTERISTICS

FRUSTRATION TOLERANCE					
handles problems or stress, copes with difficulties	4	3	2	1	0
INDEPENDENCE					
shows initiative, works with minimal supervision	4	3	2	1	0
ATTITUDE					
demonstrates a positive attitude	4	3	2	1	0
MOTIVATION					
motivated to be successful in work	4	3	2	1	0

Parent Letter

This letter was sent to each student's home with the school district's release of information form for parent's signature.

Your son or daughter has received special education services during the high school years. The school district has worked with your student to develop a vocational program to meet his or her needs. However, many students with physical handicaps or learning handicaps may need help after high school in getting vocational counseling, training, and job placement.

The Department of Rehabilitation is an agency which may be able to provide vocational services to help your son or daughter become independent and self-supporting. A vocational counselor will be visiting your son/daughter's school to meet interested students. Your son or daughter will be notified of the date of this visit. If you are interested in having your son or daughter apply for services, please sign the enclosed release of information form and assist your son or daughter in completing the application forms.

Ronnie Saxton-Carlson, M.S., C.R.C.
Vocational Rehabilitation Counselor

RSC:mm

Project Work-Ability

Some student referrals are involved with the Santa Clara Unified School District's Work-Ability project. Workability is an interagency project. The following information is from the Santa Clara Unified School District's Project.

Requirements for Work-Ability Participants

- Age 16-21 (Department of Rehabilitation takes seniors only);
- Junior or senior;
- Enrolled in special education;
- Good attendance;
- Desire to work;
- Willingness to share responsibility for job search;
- Available to work permanently after training (part-time or full-time);
- Has social security card;
- Willing to be assessed;
- Has support of parents;
- Recommended by teacher;
- Concurrent CCOC/ROP (County Occupational Center) enrollment is acceptable;
- Has access to transportation.

Employment Plan

for

____

School ______________________________ Date ______________

I, ______________________________ am responsible for working on these goals:

GOALS	STEPS TO BE TAKEN	GOAL MET
1. ____________________	1. ____________________	_____
____________________	____________________	_____
2. ____________________	2. ____________________	_____
____________________	____________________	_____
3. ____________________	3. ____________________	_____
____________________	____________________	_____
4. ____________________	4. ____________________	_____
____________________	____________________	_____
5. ____________________	5. ____________________	_____
____________________	____________________	_____

It is my decision to work on becoming job ready. I am responsible for completing the steps listed above. If I accomplish the goals I have set for myself, I will receive help in finding a job.

____
Student

____
School Personnel

Employment Development Plan

Name ______________________________ Home Phone ______________________________

School ______________________________ Home Address ______________________________

SS# ______________________________ Major Cross Street ______________________________

Teacher ______________________________ Type Transport ______________________________

SSI Amount ______________________________ License ______________________________

Age ___________ Hrs. Avail. to Work __________

Job Readiness Information

Parent/Guardian Level of Support

Disabilities

Medical Needs

43

Employment Development Plan, contd.

Previous Work Experience

Date	Name of Employer	Address	Reason for Leaving

Duties ____

____

Strengths

____

____

____

Weaknesses

____

____

____

Occupational Goals

____

____

____

Work-Ability Continuum

Referral-Intake Phase

- Referral by teacher;
- Interview by selection team;
- Selection for Work-Ability;
- Assessment/Evaluation;
- Development of vocational plan.

Job Search/Preparation Phase

- Refinements of work attitudes, work behaviors;
- Mobility training;
- Search for potential employers;
- Completion of application/resume;
- Practice interviews;
- Placement/enrollment in WEE/TJTC.

On-the-Job Training/Vocational Training Phase

- Concurrent vocational training;
- Work a minimum of ten hours per week;
- Job monitoring/evaluation;
- Job-related classroom instruction;
- Transition training/preparation.

Transition to Permanent/Full-Time or Further Education

- Application to college or search for permanent employer (or further training);
- Completion of updated resume;
- Job interviews;
- Conversion placement on permanent job or placement on new job/TJTC;
- Follow-up.

Department of Rehabilitation
EMPLOYMENT RECORD
OR 222 B (5/84)

Client Name ______________________________
Date ______________________________

Careful completion of this form will help us to determine your eligibility and assist in vocational planning. In addition to employment, include trade/vocational training, special licenses, and related information. This information will be kept confidential.

EDUCATION/VOCATIONAL TRAINING

Circle Highest Grade Completed 1 2 3 4 5 6 7 8 9 10 11 12 GED College 1 2 3 4 5 6

Institutions of higher education attended: (TRADE, VOCATIONAL, OR PROFESSIONAL)

____

School Major Courses CertificateDegree

____

School Major Courses Certificate/Degree

MILITARY WORK EXPERIENCE OR TRAINING
____

Foreign Languages ______________________________
Name of language

WORK EXPERIENCE

List last employer first/Include Volunteer Experience

Employer ______________________________ Date Began ____________ Date Ended ____________
Address ______________________________ Wages ____________
Street City State
Name of Job ______________________________
Can you still work at this job? ______________________________
If not, why not? ______________________________

Your Duties: (Describe exactly what you did. List tools and equipment used.)

____
____

Reason for leaving ______________________________
What about your work did you like? ______________________________
What did you dislike? ______________________________

Employer ______________________________ Date Began ____________ Date Ended ____________
Address ______________________________ Wages ____________
Street City State
Name of Job ______________________________
Can you still work at this job? ______________________________
If not, why not? ______________________________

Your Duties: (Describe exactly what you did. List tools and equipment used.)

____
____

Reason for leaving ______________________________
What about your work did you like? ______________________________
What did you dislike? ______________________________

Employment Record, contd.

Employer ______________________ Date Began __________ Date Ended __________
Address ______________________________ Wages _______ __________
Street City State
Name of Job ______________________________
Can you still work at this job? ______________________________
If not, why not? ______________________________

Your Duties: (Describe exactly what you did. List tools and equipment used.)
____
____

Reason for leaving ______________________________
What about your work did you like? ______________________________
What did you dislike? ______________________________

Employer ______________________ Date Began __________ Date Ended __________
Address ______________________________ Wages __________
Street City State
Name of Job ______________________________
Can you still work at this job? ______________________________
If not, why not? ______________________________

Your Duties: (Describe exactly what you did. List tools and equipment used.)
____
____

Reason for leaving ______________________________
What about your work did you like? ______________________________
What did you dislike? ______________________________

List here other jobs you have had ______________________________
____

Of all your jobs, which did you like the best? ______________________________
____

Of all your jobs, which did you like the least? ______________________________
____

What do you believe you need in order to become employed? ______________________________
____

STATE OF CALIFORNIA
DEPARTMENT OF REHABILITATION
HEALTH QUESTIONNAIRE

Client Name ______________________ Age ________ Insurance Coverage

Date ______________________ _____ Male Height ______ Medi-Cal# ______________

Medicare# ______________

_____ Female Weight ______ Other # ______________

Please explain any YES answers in Comment section below:

A. BODY SYSTEMS

Do you have any problems with:

		Yes	No
1.	Ears	____	____
2.	Eyes	____	____
3.	Mental/emotional	____	____
4.	Nerves	____	____
5.	Lungs	____	____
6.	Heart/circulation	____	____
7.	Digestive problems	____	____
8.	Kidney/bladder	____	____
9.	Legs, feet, arms, hands	____	____
10.	Back	____	____
11.	Thyroid	____	____
12.	Diabetes	____	____
13.	Skin	____	____
14.	High Blood Pressure	____	____
15.	Joints	____	____
16.	Arthritis	____	____
17.	Other	____	____

Is your activity or ability to work limited by:

		Yes	No
18.	Hearing	____	____
19.	Seeing	____	____
20.	Learning/reading	____	____
21.	Speaking	____	____
22.	Breathing/coughing	____	____
23.	Dizziness/fainting	____	____
24.	Emotional problems	____	____
25.	Weakness	____	____
26.	Numbness	____	____
27.	Pain/state where	____	____
28.	Memory	____	____
29.	Concentration	____	____
30.	Unconsciousness	____	____
31.	Seizures	____	____
32.	Balancing	____	____
33.	Walking	____	____
34.	Use of hands/arms/legs	____	____
35.	Lifting	____	____
36.	Bending	____	____
37.	Standing	____	____
38.	Climbing	____	____
39.	Crawling	____	____
40.	Kneeling	____	____
41.	Sitting	____	____
42.	Difficulty with driving	____	____

COMMENTS (Please explain any "yes" answers in the space below. Please indicate the specific item number you are referring.)

____

____

____

____

A Cooperative Approach..., contd.

C. MEDICAL AND EMOTIONAL DISORDERS YOU NOW HAVE

Check here if it keeps you from working

1. ____________________
2. ____________________
3. ____________________
4. ____________________

D. MEDICAL DATA - Comment on each one

1. Allergies ____________________

2. Operations or broken bones Dates:

____

____

3. Smoking, alcohol, or drugs Amount:

____

____

E. MEDICATIONS - What medicines are you now taking?

1. __________ 3. __________
2. __________ 4. __________

DOCTORS, HOSPITALS - From whom you have received serious medical treatment in the past two years.

	Name	Address	Date	Nature of Treatment
1.				
2.				
3.				

F. FAMILY PHYSICIAN Date Nature of Treatment

____

____

G. Have you had a physical/medical examination in the past year?

By Whom? __________ Address __________

This information is true and correct to the best of my knowledge.

____
Applicant Signature

I have reviewed this information with the applicant.

____
Counselor Signature

STATE OF CALIFORNIA
DEPARTMENT OF REHABILITATION

APPLICATION FOR VOCATIONAL REHABILITATION SERVICES

DR 222 (8-82)

Please read the "CLIENT INFORMATION BOOKLET" for an explanation of Civil Rights, Eligibility Requirements, Confidentiality, Appeals Procedure, and The Ombudsman Program.

LAST NAME MAIDEN NAME FIRST NAME MIDDLE INITIAL

STREET ADDRESS MAILING ADDRESS (IF DIFFERENT)

CITY ZIP CODE COUNTY

TELEPHONE NUMBER SOCIAL SECURITY NUMBER AGE DATE OF BIRTH

Please describe your disability, or other problem that prevents you from getting a job or interferes with your present job:

How can we help you?

Who referred you?

Full name of person not in your home who will always know where you live:

ADDRESS CITY PHONE NUMBER RELATIONSHIP

RELEASE OF INFORMATION TO PROSPECTIVE EMPLOYERS:

I hereby authorize the Department of Rehabilitation to release Information to prospective employers for the purpose of assisting me in job placement. I understand that only information necessary to assist me in job placement will be released. This consent applies until such time as my case is closed or I specifically withdraw my consent.

☐ YES ☐ NO

I have received my "Client Information Booklet" and have discussed with my Counselor: Civil Rights, Eligibility Requirements, Confidentiality, Appeals Procedure, and the Ombudsman Program.

☐ YES ☐ NO

PROGRAM FOR THE INDUSTRIALLY INJURED:

☐ YES I am applying for services because of an on-the-job injury. In order to receive benefits under this program, I hereby authorize the Department of Rehabilitation to release information concerning my injury and rehabilitation program to the Rehabilitation Bureau and my employer or the employer's insurance carrier.

☐ NO I am not applying for services because of an on-the-job injury.

APPLICANT'S SIGNATURE DATE

SIGNATURE OF PARENT OR GUARDIAN (if you are a minor, signature of a parent or guardian is required.)

TO BE COMPLETED BY COUNSELOR

SIGNATURE RECEIVED

DATE

TIME STUDY

Suggested ways to use the "Time Study"

1. **Vocational rehabilitation administrators** could use the time study in order to improve morale and increase the efficiency of program operations without requiring large quantities of additional funds or other resources.

2. **Vocational rehabilitation counselors** could use the Time Study as a source of ideas that could be implemented as part of an organizational development/renewal.

3. **Special educators** could develop an educator's version of the Time Study's questions and apply this version as part of an organizational development process.

4. **Individuals with learning disabilities or their advocates** could share copies of the Time Study with school boards, Vocational Rehabilitation Agencies, or other job training/human service organizations as an example of how such groups can initiate organizational development even if resources are limited.

5. **Other job training professionals** could develop a version of the Time Study questions that applies to their agency, and use this version to initiate organizational development.

TIME STUDY

Developed by: Diane Coley, Frank Green and William Newberry, Milwaukee Northeast Vocational Rehabilitation Office, 120 East Capitol Drive, Milwaukee, WI 53212-9990.

Contributed by: Diane Coley, VR Counselor, Milwaukee NE VR Office

Steps in the study were as follows:

1. Nov. 1986 — Frank Green came up with the idea to see if we could improve counselor productivity and efficiency. Mr. William Newberry, Office Supervisor, asked for volunteers. Diane Coley volunteered to work with Frank on the idea.

2. Dec. 1986 — Frank and Diane met to discuss and plan strategy and develop questions. They reviewed the questions with Mr. Newberry.

3. Dec.-Jan. 1987 — Diane and Frank conducted personal interviews with each counselor, stressing confidentiality.

   Data from individual counselors were compiled.

4. Mar. 1987 — A report and recommendation were generated and discussed with Mr. Newberry.

   Diane and Frank discussed results with the staff as a group. Staff then broke into two small groups to promote additional discussion.

5. Apr.-June 1987 — Diane and Frank discussed the results of the small group discussions with Mr. Newberry and Judy Clark, clerical supervisor, in order to implement some of the recommendations.

6. June 1987-1989 — Diane and Frank continue to meet with the Office Supervisor to promote the concepts of Time Study, and the recommendations. The following is a sample of the study results:

   - Three small support groups were developed for counselors. The groups meet on a regular basis.

   - A counselor and clerical support group comprised of two counselors and two clerical staff was established to learn more about each other's responsibilities.

Time Study, contd.

- The Milwaukee NE office re-instituted the orientation program for new clients. This includes a videotape explaining basic information about the state-federal vocational rehabilitation program.

- Staff meetings now include guest speakers who are videotaped for future reference.

It is important to note that the office supervisor was extremely supportive during the Time Study, and the experience continues to be positive. The main point stressed during interviews, group discussion and meetings was "positive mental attitude."

Time Study Questions

1. Where does most of your time go?

2. What is your biggest interruption?

3. Do you have your calls held?

4. What do you do when you have a client and a call comes in?

5. How do you follow-up on phone calls?

6. What are the themes of your phone calls (e.g., money, services, appointments, jobs, personal problems)?

7. Have you ever explained our phone system?

8. Have you given your clients the main telephone number?

9. Would it be helpful to take telephone calls during certain hours?

10. What is your emotional release in handling difficult telephone calls?

11. How many clients do you see per day?

12. How many clients do you see per week?

13. What is the average amount of time you spend with the clients in your office?

14. Do you have a method for scheduling clients and your casework?

15. Do you ever intentionally NOT schedule clients during the week? How often?

16. Do you do home visits? How often?

17. Do you see walk-ins immediately?

18. What are your feelings about walk-ins?

19. What do you tell clients about the DVR process? (e.g., face sheet, eligibility, etc.)

20. What are your three case management priorities (e.g., Time in Status, job placement, budget, new referrals)?
    a)
    b)
    c)

21. What case management responsibilities do you allow to assume a lower priority?

22. How much of your work day is spent on forms or paperwork?

23. Which forms take most of your time?

24. Are there duplicative forms?

25. Is there duplication between forms and case notes? Which ones?

26. What should be the content and form of case notes?

27. Any shortcuts that you use for case notes?

28. How do you refer to clients in your case notes?

29. Do you case note counseling sessions?

30. What are your feelings on lower caseload size for speciality caseloads?

31. Do you use a sense of humor in counseling clients and answering the telephones?

Thank you

VOCATIONAL REHABILITATION:
GREENSBORO, NORTH CAROLINA CITY SCHOOLS

Suggested ways to use "Vocational Rehabilitation..."

1. **Vocational rehabilitation counselors** can use this as a model of how one counselor works with learning disabled clients. Model contents deal with how one counselor provides a personal touch to the rehabilitation process. Counselors can use this as a model of cooperation with a secondary school.

2. **Special educators** can use this model to develop a more detailed understanding of how voctional rehabilitation works. Ideas may be acquired on preparing learning disabled students for the VR process and how to work with VR counselors.

3. **Parents of learning disabled students** can use this model as a source of information in understanding the VR process and in helping their learning disabled son or daughter prepare for vocational rehabilitation.

VOCATIONAL REHABILITATION:
GREENSBORO, NORTH CAROLINA CITY SCHOOLS

Submitted by: Mary Beth Perkins, CRC, Rehabilitation Counselor (1987). North Carolina Department of Human Resources, Division of Vocational Rehabilitation Services, 1401 Summit Ave., Greensboro, N.C. 27405

Mary Beth Perkins is the vocational rehabilitation counselor assigned to Page High School in Greensboro, N.C. The following is Ms. Perkin's overview of her services to learning disabled students in Greensboro.

PROGRAM

- N.C. Division of Vocational Rehabilitation Services in Joint Agreement with Greensboro City Schools

- This school caseload picks up referrals at Page High School, mostly at age 15 to 16. Services are offered while in school and continue when the client leaves school, drops out or graduates. Cases are not closed until the student is successfully employed for a period of time after leaving school. By starting rehabilitation services earlier, counselors can help prevent potential dropouts from leaving school.

GOALS

- Prepare student for his/her future by providing realistic job choices and career planning activities.

- Develop job-seeking skills, help overcome job barriers, help him/her understand his/her job interests and abilities.

- The ultimate goal is to offer services to enable students to reach their employment potential and become successfully employed.

WHO IS SERVED

- Students with existing employment barriers.

- Students who are physically disabled, mentally retarded, learning disabled, emotionally disabled, or who have permanent-chronic personality disorders.

- Students age 16 years old and older who have employment barriers. Fourteen and 15 year old students are referred as services are needed.

- Students who desire help to become employed in area of their interest and ability, but have a job limitation.

CRITERIA FOR ADMISSION

- Existence of employment barriers.
- No income criteria for eligibility.
- Criteria based on State-Federal guidelines.
- Criteria determined from medical and psychological reports which we obtain unless already currently available.
- Determination that vocational rehabilitation services can benefit the student in reaching his/her future job goals.

SERVICES

- No cost services include vocational evaluation, counseling, job placement, and follow-up services.
- Cost services include placement equipment, job training, and physical restoration.
- Individual and/or group counseling (vocationally, personally, and socially) is offered. The purpose of counseling is to prepare clients for seeking and maintaining employment.
- Do what is individually needed to help client reach his/her future job goals, such as, encouraging good school attendance, helping with decision-making, career counseling, job exploration, job role playing, use of videos and films, job tours, speaking engagements by employers and practicing job application completion.
- Individual attention provides needed encouragement, positive regard, development of self-confidence, and motivation to be responsible on jobs and school. Individual counseling provides time for learning how personal conflicts interface with school and job goals. Home contacts are made to identify conflicts and solutions.
- Assistance with the cost of job training, including college, if financially eligible is provided.
- Assistance with cost of physical restoration, if financially eligible, for those with physical impairments are sometimes needed by persons entering employment.

- Job placement and follow-up services include part-time jobs while the student is in school and permanent employment when the student leaves school. Part-time work in school develops and matures the student for future jobs. Job placement services include lining up job interviews, taking the student on job interviews, helping with job applications and interviews, offering Targeted Job Tax Credit to employers, and on-the-job training. Assist with the cost of necessary items, if income criteria is met, such as; uniforms, shoes, bus passes, tools, and to get the person on the job and earning his/her own money. Follow-up with the client and employer is provided to ensure job adjustment and stability.

- Services are coordinated with COE and Resource Classes through staffings and conferences. Under achievers, disabled students and high risk students benefit by COE, resource classes, and school drop-out and VR counselor services. Drop-out guidance counselors and teachers identify further needs of the student and refers to the students appropriate resources. Vocational Rehabilitation is one of the referrals for the high risk under achiever.

A "Best Practice," for me, is the philosophy of giving positive regard and encouragement to the client. This is vital for self-esteem and bringing out the best in the client. I believe that a client can be successful and feel less negative about themselves. Self is utilized as a positive skill model. The objective in counseling is for the clients to realize their highest abilities. I try to use myself as a means of facilitating growth in clients. Occupational information is provided in a way that stimulates their interest and participation.

In order for me to expect the best from the clients, I have to, first, believe that I can be helpful to them. I strive to help clients do their best, but accept and understand them. I strive to utilize my personality and unique ways when I present occupational information to the clients or assist with any part of their vocational plans. Genuinely caring helps the clients to believe and trust my help. The way I come across to the clients has a great deal of influence on their responsive behavior. If they like me and can relate to what I'm saying, what I do means a great deal. For example, if I want the clients to be excited about looking for work rather than being tense, I need to reflect that feeling in my behavior.

Therefore, by offering creative approaches to learning, and utilizing my personality as a tool for learning, I stimulate their interest. Hopefully, with my assistance, clients are able to make better decisions on their own. Offering visual aids and on-site learning for realistic job preparation helps clients understand the job process and the reality of work. Individual counseling and group work is offered for college preparation, and job-seeking skills groups. Clients who are working are assisted in improving their work habits. Personal and social group work concentrates on appropriate behavior for job placement. Some clients are seen weekly and some monthly.

About 60 of the 100 clients in the caseload are in the public school system.

Learning characteristics and problems that show a need for Vocational Rehabilitation services

- Poor self-concept, low self-confidence
- Poor memory
- Irresponsible
- Unable to make decisions on own, poor judgment
- Immature
- Unrealistic
- Difficulty with authority
- Poor communication skills, poor verbal expression
- Shyness or aggression
- Denial of job limitations
- Low frustration tolerance, poor attention span, gives up easily
- Poor ability in reading, spelling and/or math
- Low motivation
- Peer conflicts
- Depression
- Personal conflicts

The above characteristics leads to:

- Dropping out of school
- Putting blame on others
- Quitting jobs before conflicts are resolved
- Difficulty in expressing their concerns to the employer
- Thinking they can start out on ideal jobs rather than preparing for jobs currently feasible
- Absences from school and work
- Difficulty when more than one job task is required in their employment
- Difficulty accepting instructions from teacher and later the employer
- Remaining unemployed or not seeking employment
- Trying to get by, manipulating the employer and making excuses for their behavior
- Not being able to complete the job application or converse with the employer.

IMPLEMENTING THE "BEST PRACTICE"

A. Initial Step

Establishing rapport with the client, recognizing his or her vocational needs, limitations, abilities and determining eligibility.

B. Vocational Guidance and Counseling

Vocational, personal and social guidance and counseling, on-the-job training, job placement and follow-up are provided. When a client graduates from high school, additional job training may be required and an addendum will be made to the Individual Written Rehabilitation Plan.

C. Job Placement and Follow-up

Job placement accounts are maintained to assist the client with job placement. I maintain a rapport with several employers and continue to establish rapport with new employers. This rapport helps to expedite job placement. Employers will more readily offer to hire additional clients when there is a good working relationship with the Vocational Rehabilitation Counselor. To keep a good rapport, I maintain regular, friendly contact, take them to lunch occasionally, and generally, show an interest in their business. Follow-up with the employer and client is necessary to help the client retain the job and to assist the employer in understanding the specific needs of the client. A Vocational Rehabilitation Counselor's encouragement, motivation, and belief in the client's potential improves the client's job performance.

D. Parent Participation

Clients are sometimes placed in jobs that are realistic for them, but not "desired goals" of the parents. Therefore, parental understanding is important.

E. Inter-agency Involvement

I am involved with school personnel in monthly staffings for individual education plans. Informal contacts are made weekly when I am at the school to keep abreast of each client's progress. I give a list of my clients' names to the guidance counselor and resource teachers to let them know who I am currently serving. The resource teacher gives me a copy of the total list of all learning disabled students. This list provides name, address, age, grade, intelligence quotient and date tested. This is extremely helpful in obtaining referrals. These lists help us all to stay current on changes with the student. We each let the other know of students dropping out of school, getting or quitting jobs, and other information.

F. Measures of Success

Follow-up is maintained with the client and the employer to assist with adjustment problems and to determine the measure of success.

G. Other Factors

I emphasize job preparation while the learning disabled student is in school and I assist in the work environment. I offer job training after school when needed. Clients are also enrolled in community and four year colleges when appropriate.

Strategies and Techniques to Assist Learning Disabled Clients

A. Provide individual personal and social guidance and counseling to improve self-esteem, give client access to someone who cares and who can talk over client's concerns. Clients learn to grow through awareness of positive learning experiences rather than feeling failure.

B. Group vocational guidance and counseling to explore job interest and ability, and develop job-seeking skills is provided. Videos are used to tape clients role playing job interviews. Clients use the tapes as a learning tool. A video is developed of some employers in the community discussing what they look for in an applicant, and what they consider as good work habits. Games are created to hold interest in learning names of job positions and job descriptions. Videos are utilized to show job positions and job sites in the community. This helps the client realize his or her interest and ability for job positions.

C. Coordination is provided among school drop-out counselors, guidance counselors, resource teachers, principals, attendance counselors, school social workers, and school psychologists. Team efforts are important for a cohesive program. It helps to know the clients needs and progress.

D. Counseling for parents is provided. Sometimes, counseling with parents is necessary to help them accept realistic job placement. They can offer information in further understanding the client.

E. Job tours, guest speakers representing employers, college representatives, Armed Services, and former Vocational Rehabilitation clients help in developing realistic planning. These give the client first hand information about the world of work. Sometimes, it is hard for clients to face the reality of the world outside their high school. They want to put off plans until they graduate. Bringing an "outsider" into the school helps them overcome fear, misunderstandings, and lack of knowledge about employment plans. Speakers help them face reality and develop more mature job plans. Hearing employers discuss good work habits impresses upon them the importance of their job readiness. Former Vocational Rehabilitation clients are brought to the classroom to influence the clients in preparing for work, the importance of work, and how to get along on the job. I bring successfully adjusted clients that have graduated and are working. The clients can hear from their peers how they can achieve, what happens when they act responsibly, and inside knowledge of job positions. They can see the potential of their being successful and having a chance to speak to students later themselves.

F. Job placement assistance during and after high school includes: help in completing job applications, and Targeted Jobs Tax Credit forms, offering on-the-job training, talking with employers, providing transportation, and follow-up to determine clients adjustment. After offering job-seeking skills in high school, many clients still need help in going on job interviews. Many clients don't have transportation to a job interview, but could get to and from the job once obtained. Individual understanding is needed for each client's needs. Many times after going with clients on job interviews and assisting with job applications, they learn to go on their own. An application data sheet is completed that they can take with them to transpose information onto job applications. Learning through repetition of mock interviews, and observing Vocational Rehabilitation counselors speak with employers helps them retain correct skills. Clients that show an outstanding adjustment and performance on their job, are given a "Certificate of Recognition" that is signed by the Vocational Rehabilitation counselor and the employer.

G. Schedule cards provide a diary system of when to see the clients in school. I keep a schedule card on all my students in an index box. These cards are color coded by grades and I write down the date on the back of the card when I see the client. These cards are indexed under the month to see the client again, or put under areas such as Armed Services interest, working clients, non-working clients, seniors, personal and social counseling group, college students, or need special attention, etc. Cards can be easily changed around as needed from one area to another. I will, often, group cards for the day by class periods. For example, I will see those first period that I have in room 608. I may see clients either individually, or in groups if it will be beneficial to the client. This does not interfere with individual counseling which may continue on an individual basis.

H. In making financial decisions the third party agreements are for 80 percent of the funds to be provided by Federal-Vocational Rehabilitation and a 20 percent school match. Evaluations, on the job training, Job Training Partnership Act and Targeted Jobs Tax Credit are used at no cost. Other funds are sought from the Lions Club, churches, and individuals.

I. Activities to assist me personally as a counselor include the reading of books on motivating people and about learning disabled individuals. Accepting and understanding learning disabled individuals and determining their needs is important. I need to increase my skills and professionalism through attendance at training workshops and conferences.

APPLICATION - ELIGIBILITY DETERMINATION

Introduction

Purpose

During this stage of the rehabilitation process, the counselor determines whether or not an applicant meets the agency's eligibility criteria and, if the individual is eligible, collects data needed to develop and carry out the individual written rehabilitation plan. Eligibility criteria that the applicant must meet include the following:

a) presence of a disability that can be documented;
b) presence of a substantial handicap to employment;
c) the expectation that rehabilitation services will benefit the individual.

To facilitate the early stages of this process, the Milwaukee Northeast Vocational Rehabilitation (VR) Office developed a 15 minute videotape that explains the purpose of vocational rehabilitation, eligibility criteria, and the process of obtaining services. When used with groups of clients, VR counselors make an initial presentation, show the tape, answer additional questions and begin the application process for those interested. The tape has also been used effectively to explain VR's mission to other human service agency personnel. See the resources section of this publication for more information.

If the individual is eligible for VR services, the counselor must also indicate whether or not the individual is severely disabled, and, in conjunction with the client and other relevant individuals (e.g., the client's family, staff from other agencies), begin planning services.

This section provides examples of how to develop relevant background information, how to get more meaningful information from psychological reports, how to distinguish more effectively between a client who is severely learning disabled and a client who is not severely learning disabled, and how to facilitate the transition process from secondary schools to vocational rehabilitation services.

Informal Pre-Screening

Because a number of adults with learning disabilities have not been officially diagnosed as such, the authors recommend that the counselor consider the possibility that learning disabilities might also be present in clients whose primary disability is industrial injury, drug/alcohol involvement, or ex-offender status. Raquel Tomasini, a vocational rehabilitation counselor in the Madison (WI) East VR Office, uses an informal yet effective method to help her decide whether or not a client's formal assessment should include evaluation for the presence of learning disabilities. As part of the initial interview, she tells the client: "I am now going to read a short statement to you. I want you to write it down as I read it, and then tell me what it means." She supplies paper and pen. She reads the content of the paragraph slowly, then listens to the client's explanation. If the client has great difficulty writing the information, explaining it verbally, or both, she notes that when requesting the psychological evaluation, and asks the evaluator to check for the presence of learning disabilities. This informal pre-screening takes less than five minutes.

If the counselor is aware that a client is learning disabled, the counselor may also wish to check informally how well the client can prioritize. It is especially important to check on clients who will enroll in postsecondary education programs, due to the demands that these programs place on students. It is not sufficient to note that a client uses schedules, to-do lists, and so forth. The key is whether or not the client can distinguish between trivial and more crucial elements, and allocate his/her resources accordingly. (As noted in the introduction to this handbook, some individuals with learning disabilities spend inordinate amounts of time and energy on inconsequential elements of a task due to an apparent inability to distinguish the crucial from the less important, and the less important from the trivial.)

A simple informal check can be made by asking the client to state six tasks that must be done in the near future as part of the rehabilitation process. Record the client's answers, ask the client to rank them in terms of importance, and then ask the client to explain why the items were ranked in that particular order. Alternatively, the counselor could offer a prepared list of items, thus ensuring a wide range of importance among the items included, then ask the client to rank them and explain the ranking.

Testing Environment

Because individuals with learning disabilities are often affected adversely by the types of tests given, the methods of test administration, and/or the testing environment, the rehabilitation counselor must check carefully each of the following:

1. Is the evaluator skilled at discovering and specifying the vocational implications of an individual's learning disabilities? Advanced degrees alone are no guarantee.

2. Are the assessment instruments administered in ways that take the clients known learning disabilities into consideration? For example, the validity of dyslexic client's answers on the Minnesota Multiphasic Personality Inventory would be very questionable if the client had to "read" and respond to each question without assistance.

3. Is the testing environment suitable? Some testing environments are surprisingly noisy (computer printers printing, phones ringing, photocopy machines operating, street traffic humming) and full of visual distractors (wallpaper full of complex patterns and swirls, ceiling fans that create a strobelight affect on the client's work area, foot traffic passing an open door or window). The rehabilitation counselor should check the testing environment used by those from whom he/she purchases services. Do not assume that this environment is satisfactory without verifying it in person.

4. Does the client understand why more testing is necessary? Many individuals with learning disabilities, especially those identified by the school system, have been tested repeatedly. The experience has not necessarily been pleasant, nor its relevance obvious.

5. After testing, who will explain the results and implications to the client, and how will they do it? Keep in mind that a client who has difficulty perceiving and assimilating information may need more than one explanation - presented in ways that use the individual's best learning modes. Some individuals learn best when they see or can visualize information. Still others do best when observing a demonstration or "walking through" a process. For some, a combination of two or more of these approaches is best.

   The counselor should also determine his or her own learning style (see "what is your learning style" in the training section of this handbook). Individuals have a tendency to present information to others predominately in the way that the presenter learns best. It takes a conscious effort and sustained practice to present information in ways that match the recipient's best learning mode.

   In addition, for clients whose parents/family are involved in their rehabilitation, counselors participating in this project found that an additional explanation of results, given to the client and his/her family as a group, greatly enhances understanding, cooperation and subsequent planning and implementation of services. Frequently, one or both parents of a client with learning disabilities are also learning disabled. If the counselor relies exclusively on the client to communicate with his/her parents about VR services, the opportunities for misunderstanding are increased greatly.

One of the ten counselors participating in this project, Walt Trianoski, Superior (WI) serves a very rural area. If his client needs a comprehensive (five day) evaluation, Mr. Trianoski must purchase it from an assessment center located some distance from many of the learning disabled clients' homes. For younger clients, he arranges and pays for one parent to accompany the client. By negotiating with a single motel, he kept the added cost of this additional person in the room to five dollars per day. Thus, for an extra $25 plus meals, the counselor helps ensure parental involvement and client participation in the evaluation, as well as providing built-in supervision for the client during the time not spent in assessment. For certain clients, Mr. Trianowski also pays to have the individuals LD teacher attend the evaluation for one - two of the five days. This enhances the relevance of the evaluation process for that particular individual and improves the utility of the data generated.

Some counselors have found neuropsychological evaluations to be quite helpful, provided that the neuropsychologist addresses the vocational implications of his/her findings. This section contains an actual neuropsychological report prepared by Dr. Thomas Hammeke, whose work has proven quite helpful to Diane Coley, Milwaukee Northeast Vocational Rehabilitation VR Office, one of the counselors participating in this project. To enhance her understanding of Dr. Hammeke's reports, Ms. Coley sought and obtained permission from one of her clients and from Dr. Hammeke to observe an entire neuropsychological evaluation as it was being performed. Witnessing this five hour process in its entirety greatly enhanced her ability to use Dr. Hammeke's reports in providing services to clients with learning disabilities.

Documenting That an Individual's Learning Disability is a Substantial Handicap to Employment

Because documentation is a significant component of the vocational rehabilitation counselor's job, the following suggestions are offered for the reader's consideration.

For learning disabled individuals who become VR clients immediately after completing their high school experience, one counselor writes "student" in the space for "previous work history" rather than listing any temporary work the individual may have performed. This prevents anyone who reviews the files from using such temporary work to draw the erroneous conclusion that the client's disability was not a substantial handicap to employment.

A second option to address the problem of erroneously viewing temporary work as evidence that the individual has no handicap to employment was developed by another counselor. She uses the following statement whenever the client's school-sponsored employment is recorded on the application for services: "These jobs were obtained with the help of the ________ school's work-study coordinator [or other school staff] and the individual received support from the school staff while on the job. Without such help the client would not have been able to obtain or keep these jobs."

When purchasing a psychological evaluation, ask the evaluator to specify directly in the report that the individual's learning disabilities represent a substantial handicap to employment if in fact learning disabilities are present and do in fact pose a substantial barrier to employment.

When documenting the presence of a learning disability in an older client whose initial primary diagnosis was something else (e.g., back injury), counselors have found the following statement useful: "This individual also has a documented learning disability which may prove to be a substantial handicap to employment in the future, and thus require modification in the Individualized Written Rehabilitation Plan."

CAREER DECISION-MAKING SYSTEM

Suggested ways to use the "Career Decision-Making System"

1. **Vocational rehabilitation counselors** could use it with clients who do not have career goals or work histories. A one-to-one setting with staff present is preferrable, due to the liklihood that clients might need assistance with directions and/or vocabulary, and/or interpreting the results.

2. **Psychologists and vocational evaluators** could include the Career Decision-Making System as part of their assessment package. Since some learning disabled clients may experience difficulty completing the Career Decision-Making System due to reading or other perceptual problems, we recommend using the instrument in a one-to-one setting with staff available to help monitor performance and interpret/explain results.

3. **Special educators** could also use this instrument in a one-to-one setting in order to help students begin or refine their career selection.

4. **Individuals with learning disabilities** can use this instrument to help clarify and focus their career possibilities. Individuals who have difficulty reading or following written directions could enlist help to complete the form and reflect upon the results.

CAREER DECISION-MAKING SYSTEM

Quoted from: Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D. (1982). The Harrington-O'Shea Career Decision-Making System. Circle Pines, MN: American Guidance Service. Quoted with permission.

Contributed by: Cheryl Ranft, VR Counselor, Division of Vocational Rehabilitation, 712 55th St., Kenosha, WI 53140.

Survey Booklet
Self-Scored Edition

Your Name ______________________________

General Directions

1. *This booklet is to be used with the separate Interpretive Folder.*
2. *It is best to use pencil in case you wish to change your answer.*
3. *This is NOT a test. There are no right or wrong answers. Ask questions if there are words or directions you do not understand.*
4. *PRINT your name on the line above.*
5. *At the top of the first page of the separate Interpretive Folder, you will find a Summary Profile. Print again your name, plus today's date, in the spaces provided. You will be using this Summary Profile to record your answers.*

The following questions begin your career exploration.

1. Occupations

Below are 18 job groupings that you might enjoy. Read the 18 groups and decide which group best describes the kind of work you would like to do.

Now find **1 - Stated Occupational Preferences** in the Summary Profile of the separate Interpretive Folder. In the space marked First Choice, indicate your first choice by writing in the name of the group that you like best. For example, if your first choice were 16, *Customer Services*, you would write *Customer Services* after First Choice as shown in the sample below.

Now, decide which one of the 18 groupings you like second best. In the space marked Second Choice in the Summary Profile, write the name of the group that you like second best. If your second choice were 6, *Data Analysis*, you would write it as shown in the example below.

SAMPLE -

1 - Stated Occupational Preferences FIRST CHOICE ______________________________
SECOND CHOICE ______________________________

Career Decision-Making System, contd.

1. Skilled - for example, carpenter, electrician, cook, tailor, auto mechanic, jeweler, electronic assembler, farmer, TV repairer, dental laboratory technician, military service
2. Technical - for example, drafter, airplane pilot, electronic technician, quality-control technician, surveyor, air traffic controller, technical illustrator
3. Legal Work - for example, lawyer, judge, claim adjuster (insurance), FBI agent, paralegal assistant, customs inspector
4. Manual Work - for example, truck driver, animal caretaker, sewing machine operator, machine tool operator, bricklayer, construction equipment operator
5. Math-Science - for example, chemist, physicist, mathematician, computer programmer, architect, engineer, biologist
6. Data Analysis - for example, accountant, auditor, computer operator, bank loan officer, payroll clerk
7. Art Work - for example, commercial artist, clothes designer, interior decorator, photographer, painter, illustrator
8. Literary Work - for example, reporter, playwright, editor, novelist, poet, translator
9. Musical Work - for example, musician, conductor, singer, composer, dancer
10. Management - for example, president or other officer of a business organization, hotel-motel manager, store manager, banker, office manager, government administrator, farm manager, restaurant manager
11. Clerical Work - for example, secretary, mail clerk, dispatcher, stenographer, typist, receptionist, hotel-motel clerk, cashier, bank teller, telephone operator, keypunch operator, medical record clerk
12. Medical-Dental - for example, dentist, doctor, veterinarian, optometrist, chiropractor
13. Personal Service - for example, coach, recreation leader, vocational instructor, physical education teacher, emergency medical technician, nurse aide, orderly, county agricultural agent
14. Sales Work - for example, sales agent (real estate, insurance, auto, stocks and bonds), buyer, manufacturer's representative, travel agent
15. Entertainment - for example, actor, actress, model, radio/television announcer, comedian, public relations representative
16. Customer Services - for example, barber (hair stylist), beautician, police officer, gas station attendant, taxi driver, bus driver, waiter/waitress, security guard, flight attendant, food counter worker
17. Social Services - for example, counselor, psychologist, probation officer, social worker, nurse, dental hygienist, sociologist, clergy, historian, physical therapist, x-ray technologist
18. Education Work - for example, elementary and high school teacher, librarian, college professor, home economist, nursery school teacher, school and college administrator

Career Decision-Making System, contd.

2. Subjects

Study the following list of school subjects. Which group have you liked most? Indicate your first choice at $\boxed{2}$ in the Summary Profile. In the space marked First Choice, write in the name of the group you have liked best. Which have you liked second best? Write in your second choice in the Second Choice space.

Directions for Adults - You should base your responses not only on your school experiences but also on your total life experiences, for example, training, work, reading, television, movies.

1. **Mathematics** - arithmetic, algebra, geometry, calculus
2. **Science** - biology, physics, chemistry, earth science
3. **English** - English composition, literature, journalism
4. **Foreign Languages** - French, Spanish, German, Latin
5. **Social Studies** - history, sociology, psychology, political science, civics
6. **Art** - drawing, art history, sculpture, interior decorating
7. **Music** - band, orchestra, choir, music appreciation
8. **Clerical** - typing, shorthand, office practice
9. **Business Finance** - bookkeeping, accounting, business law, economics
10. **Business Management** - merchandising and sales, management, labor relations, personnel work
11. **Home Economics** - cooking, clothing, child care, cosmetology (beauty care), food science
12. **Shop or Crafts** - metal work, machine shop, woodworking, electricity, printing, automotive
13. **Agriculture** - farming, animal husbandry, horticulture, forestry
14. **Technical Studies** - drafting or mechanical drawing, engineering, electronics

3. Future Plans

What kind of further education or training are you planning? Answer by writing in one of the plans below at $\boxed{3}$ in the Summary Profile. If you are somewhat uncertain about the future, choose the statement that best describes your present planning.

Directions for Adults - Even though you have had post high school training, you should respond on the basis of your current planning. This section asks if you see the need for further training for a different career area from the one you have previously pursued. For example, persons who had already graduated from college would write "Graduate School" (No. 1) if they intended to return to education to earn a graduate degree; those who felt that their undergraduate degree qualified them for jobs they might be seeking in the near future would write "No additional education" (No. 9). If you are currently in a training program, write the statement that best describes the program.

1. Graduate school or professional school such as law or medicine
2. Four-year college or university
3. Two-year community or junior college
4. Vocational or technical school (non-college)
5. Business school (non-college)
6. Nursing school (non-college)
7. Military service
8. On-the-job training or apprenticeship
9. No additional training or education

Career-Decision Making System, contd.

4. Values

Below are 14 job values, that is, things people look for in a job, things that bring job satisfaction. Study the list and choose the four (4) you consider most important to you. Indicate your choices in the Summary Profile at $\boxed{4}$ by writing the values in the spaces provided, one to each space. Write only the name of the value, not its definition, for example, write *good salary* or *leadership*. Select exactly four values.

1. **Job security** - having a steady job from which you are unlikely to be fired
2. **Prestige** - having a job which gives you a great deal of status and respect
3. **Good salary** - being well paid for your work
4. **High achievement** - being able to do things of importance or to succeed on a job that is difficult
5. **Routine activity** - work that is uncomplicated and organized with the same tasks repeated frequently
6. **Variety-diversion** - having the chance to do many different things and not doing boring work
7. **Creativity** - having a job where you can use your imagination and be inventive
8. **Working with your mind** - work that offers intellectual stimulation and allows use of your mental capabilities.
9. **Independence** - work that lets you be your own boss, follow your own convictions, and do the job the way you want without someone watching over you
10. **Working with people** - working in close contact with people, being able to comfort and assist others through your work
11. **Leadership** - being responsible for and directing the work of others, making decisions affecting others, and managing
12. **Physical activity** - work that calls for moving about and using physical strength
13. **Work under supervision** - working under the direction of others, being told what to do
14. **Work with your hands** - having a job where you can use your hands, machines, or tools to make or repair things

5. Abilities

Below are 14 abilities or talents. Study them carefully and choose the four (4) you consider to be your strongest abilities. You should estimate your strongest abilities using information from your school work, test results, and especially your experiences in jobs and hobbies. Indicate your choices in the Summary Profile at $\boxed{5}$ by writing the abilities in the spaces provided, one to each space. Write only the name of the ability, not its definition, for example, write *math ability* or *manual ability*. Select exactly four abilities.

1. **Artistic ability** - drawing, decorating, designing, painting
2. **Musical ability** - singing, playing a musical instrument, writing music, dancing
3. **Computational ability** - speed and accuracy in working with numbers
4. **Math ability** - solving math problems and understanding arithmetic reasoning
5. **Scientific ability** - doing lab experiments and understandng scientific principles
6. **Language ability** - writing, speaking, using correct English grammar
7. **Mechanical ability** - working with machines or tools, repairing things, and understanding how things work
8. **Manual ability** - working with your hands as in physical work or sewing and knitting
9. **Spatial ability** - seeing differences in size, form, and shape and visualizing their relationships
10. **Social ability** - getting along with others, ability to work with people, considered friendly by others
11. **Teaching ability** - helping others learn, instructing people to perform an activity
12. **Persuasive ability** - able to talk easily with people, to influence others, to sell a product or service
13. **Leadership ability** - leading group activities, able to get things started, others usually look to you for help in getting things done
14. **Clerical ability** - typing, operating business machines, shorthand, providing or collecting information either in person or by telephone, accurate record keeping

Career Decision-Making System, contd.

6. Interests

Many activities and occupations are listed below. You are to indicate on this page how you feel about each activity by writing in the box after the activity the number 2, 1, or 0.

Write "2" if you LIKE the activity	**FOR EXAMPLE** ➡	Solve crimes	2
Write "1" if you CAN'T MAKE UP YOUR MIND	**FOR EXAMPLE** ➡	Design clothes	1
Write "0" if you DISLIKE the activity	**FOR EXAMPLE** ➡	Sell cars	0

Do not be concerned about whether you have the ability or training for the activity or job. Just decide whether you would LIKE to do it. Work rapidly. Your first reactions will produce the best results.

	1	2	3	4	5	6
1. Repair watches and jewelry	☐					
2. Be a bank teller, a person who receives and pays out money in a bank						☐
3. Interview people about community problems				☐		
4. Carry out scientific experiments		☐				
5. Manage a large office building					☐	
6. Sing on the stage			☐			
7. Repair automobile engines	☐					
8. Keep the financial records for a company						☐
9. Help the physically handicapped train for a job				☐		
10. Use microscopes to study cells and bacteria		☐				
11. Buy merchandise for a large department store					☐	
12. Be an artist			☐			
13. Make furniture and cabinets	☐					
14. Operate adding or duplicating machines in an office						☐
15. Be a social worker				☐		
16. Read books or magazines about science		☐				
17. Be a sales manager					☐	
18. Write short stories			☐			
19. Operate a building crane	☐					
20. Make plane and hotel reservations in a travel bureau						☐
21. Teach in an elementary school or high school				☐		
22. Do research work in a physics lab		☐				
23. Interview workers who have complaints about their company					☐	
24. Draw cartoons			☐			
TOTAL Page 5 ➡						
	1	2	3	4	5	6

Do not total until you have answered all 120 questions.

GO ON TO THE NEXT PAGE.

Career Decision-Making System, contd.

Remember: *"2" if you LIKE the activity*
"1" if you CAN'T MAKE UP YOUR MIND
"0" IF YOU DISLIKE THE ACTIVITY

	1	2	3	4	5	6
25. Be a carpenter	☐					
26. Be an expert accountant who prepares tax returns for others						☐
27. Study sociology, that is, how people live together				☐		
28. Do scientific studies of the sun, moon, planets, and stars		☐				
29. Make money by trading on the stock market					☐	
30. Take music courses in school or college			☐			
31. Assemble parts for stereo equipment	☐					
32. Examine the budget of a company						☐
33. Give legal advice to poor people				☐		
34. Study the causes of heart disease		☐				
35. Manage a large restaurant					☐	
36. Write a novel			☐			
37. Be an electrician	☐					
38. Keep records of goods in stock and supplies received						☐
39. Care for sick people				☐		
40. Use math to solve technical and scientific problems		☐				
41. Hold political office					☐	
42. Direct plays in the theatre			☐			
43. Drive a tractor trailer	☐					
44. Work with numbers in a business office						☐
45. Help persons to find jobs after their release from prison				☐		
46. Be a doctor who performs surgery		☐				
47. Be a bank vice-president					☐	
48. Be a jazz musician			☐			
49. Refinish furniture	☐					
50. Study a company and develop an accounting system for its financial needs						☐
51. Teach and train adults				☐		
52. Be a marine biologist		☐				
53. Be a lawyer for a company					☐	
54. Read articles about music and art			☐			
55. Use and repair radio telegraph or radio telephone equipment	☐					
56. Supervise an office clerical staff						☐
TOTAL Page 6 ➡						
	1	2	3	4	5	6

Do not total until you have answered all 120 questions.

GO ON TO THE NEXT PAGE.

Career Decision-Making System, contd.

Remember: *"2" if you LIKE the activity*
"1" if you CAN'T MAKE UP YOUR MIND
"0" IF YOU DISLIKE THE ACTIVITY

	1	2	3	4	5	6
57. Help people choose their careers				☐		
58. Examine the effects of air pollution on the environment		☐				
59. Hold a leadership position					☐	
60. Design ads for TV or magazines			☐			
61. Install and repair telephones	☐					
62. Take a business math course						☐
63. Do parole or probation work with persons who have broken the law				☐		
64. Invent a new type of technical or scientific equipment		☐				
65. Be a real estate agent showing and selling houses					☐	
66. Listen to the works of great musicians			☐			
67. Be a worker on a construction job	☐					
68. Check bank statements for errors						☐
69. Take part in charity fund raising				☐		
70. Do scientific research on using solar energy to heat homes		☐				
71. Lobby or work to convince Congress to pass a certain law					☐	
72. Write a one-act play			☐			
73. Fix electrical appliances	☐					
74. Use computers to keep accounting and bookkeeping records						☐
75. Plan activities for others				☐		
76. Work on the development of an artificial heart		☐				
77. Promote the development of a new community shopping center					☐	
78. Compose or arrange music			☐			
79. Build book shelves	☐					
80. Take an accounting course						☐
81. Give first aid assistance				☐		
82. Be a medical laboratory assistant		☐				
83. Make a trade or bargain					☐	
84. Direct a symphony orchestra			☐			
85. Build houses as a building contractor	☐					
86. Operate a keypunch machine in a computer office						☐
87. Work as a family or marriage counselor				☐		
88. Take a biology course in school or college		☐				
TOTAL Page 7 ➡						
	1	2	3	4	5	6

Do not total until you have answered all 120 questions.

GO ON TO THE NEXT PAGE.

Career Decision-Making System, contd.

Remember: *"2" if you LIKE the activity*
"1" if you CAN'T MAKE UP YOUR MIND
"0" IF YOU DISLIKE THE ACTIVITY

	1	2	3	4	5	6
89. Be a labor lawyer settling disputes between unions and companies					☐	
90. Write feature stories for a magazine			☐			
91. Carve animals out of wood	☐					
92. Be a payroll clerk, a person who keeps a record of how much workers receive						☐
93. Help children with mental disorders				☐		
94. Research a cure for cancer		☐				
95. Be a judge					☐	
96. Draw pictures of animals or landscapes			☐			
97. Work as a fish and game warden	☐					
98. Operate a cash register						☐
99. Teach and help people in underdeveloped countries				☐		
100. Conduct scientific studies to control plant and crop diseases		☐				
101. Recruit and hire people to work for a large company					☐	
102. Write TV scripts			☐			
103. Drive a bus	☐					
104. Assign rooms and assist guests at the main desk of a hotel or motel						☐
105. Study psychology, that is, how and why people behave the way they do				☐		
106. Be a doctor who specializes in preventing diseases		☐				
107. Travel throughout the country selling products to companies					☐	
108. Design scenery for plays			☐			
109. Repair things around the house	☐					
110. Be an office worker						☐
111. Direct a playground sports program				☐		
112. Carry out scientific studies about nature		☐				
113. Organize and direct the operations of a business					☐	
114. Arrange the background music for movies			☐			
115. Repair mechanical things	☐					
116. Operate data processing (IBM) equipment						☐
117. Lead group discussions for delinquent children				☐		
118. Assist research scientists in their laboratory experiments		☐				
119. Be a production manager					☐	
120. Write book reviews as a literary critic			☐			
TOTAL Page 8 ➡						
	1	2	3	4	5	6

Do not total until you have answered all 120 questions

GO ON TO THE NEXT PAGE.

DIRECTIONS FOR SCORING YOUR
Interest Survey

Step 1 Return to page 5 and add up the numbers in the boxes in each of the six columns containing your answers. Place the totals at the bottom of the columns in the *shaded* spaces marked TOTAL Page 5.

Step 2 Do the same for pages 6, 7, and 8.

Step 3 Transfer the totals at the bottom of each page to the SUMMARY TABLE below. Be careful to put the column 1 totals under 1 in the Summary Table, column 2 under 2, etc.

SUMMARY TABLE

	1	2	3	4	5	6
Page 5	☐	☐	☐	☐	☐	☐
Page 6	☐	☐	☐	☐	☐	☐
Page 7	☐	☐	☐	☐	☐	☐
Page 8	☐	☐	☐	☐	☐	☐
Total Scale Scores	☐	☐	☐	☐	☐	☐
Career Interest Areas	Crafts	Scientific	The Arts	Social	Business	Clerical

Step 4 Add up each column in the Summary Table above.

Step 5 Transfer your Total Scale Scores from the Summary Table above to 6 on your Summary Profile in the separate Interpretive Folder.

Step 6 **Finding Your Career Code**

A CAREER CODE is a combination of one's *two* highest scores. Thus a person's Career Code might be Crafts-Scientific or Business-Social.

To find *your* Career Code, print in the boxes below the *names* of the CAREER INTEREST AREAS with the *two* highest numbers from the Summary Table above, the highest in the first box, the second highest in the second box.

IMPORTANT: If your highest scores are *tied,* leave these boxes blank and go at once to STEP 7 on the next page.

Your Career Code ➡ ☐ — ☐

Highest Interest Area — Second-Highest Interest Area

You now have your career code. For example, if you wrote *Business* in the first box and *Social* in the second box, your code is *Business-Social.*

GO TO STEP 8 ON PAGE 11. DO NOT GO TO STEP 7. IT IS FOR TIES ONLY.

THIS PAGE FOR TIES ONLY

Step 7: TIES

In the case of ties, there will be more than one Career Code, such as Social-Clerical AND Clerical-Social. To find *your* Career Codes:

Use *RULE A* if you have two or more CAREER INTEREST AREAS in the Summary Table *tied for highest.*

Use *RULE B* if you have *one* highest score and two or more scores *tied for second highest.*

RULE A

If two or three Career Interest Areas are tied for highest, print all the *names* in the boxes below. If four or more are tied for highest, you will not be able to receive meaningful results and should retake the survey at a later date.

☐ – ☐ – ☐

In the spaces below print *all* your code combinations.

EXAMPLE: If Social and Clerical were tied, you would have two codes to write: Social-Clerical and Clerical-Social.

If Social, Clerical and Crafts were tied, you would have six codes to write: Social-Clerical; Clerical-Social; Social-Crafts; Crafts-Social; Crafts-Clerical; and Clerical-Crafts.

Your Career Codes ____________ ____________ ____________

____________ ____________ ____________

GO TO STEP 8 ON THE NEXT PAGE. DO *NOT* USE RULE B

RULE B

If you have one highest score and two or more tied for *second* highest, print the *name* of the Career Interest Area (see the Summary Table on Page 9) with the highest score in the *first* box below. Print the *names* of the Career Interest Areas which are tied for second in the other boxes.

☐ ☐ – ☐ – ☐ – ☐

Highest Interest Area

Tied for Second Highest

In the spaces below, print *all* your code combinations by combining your highest interest area with each of those tied for second.

EXAMPLE: If Crafts was your highest score and Business and Clerical were tied for second, your Career Codes would be Crafts-Business and Crafts-Clerical.

Your Career Codes ____________ ____________ ____________

____________ ____________

GO TO STEP 8 ON THE NEXT PAGE

Career Decision-Making System, contd.

Step 8

In the left-hand column below marked CAREER CODE, find *your* Career Code (in the case of ties, *all* your Career Codes). Put a check (✓) in the box in front of your Code(s) in the space provided. Be sure to check the Career Code which lists the Career Interest Areas in the correct order. If your code is Social-Crafts, check Social-Crafts, not Crafts-Social. Remember that your Career Code is found either in the boxes at Step 6 or, in the case of *ties*, in the spaces marked *Your Career Codes* at Step 7.

CAREER CODE	CAREER CLUSTERS
☐ Crafts-Scientific	Technical, Skilled Crafts, Math-Science
☐ Crafts-The Arts	Skilled Crafts, Art Work, Technical
☐ Crafts-Social	Customer Services, Personal Service, Skilled Crafts
☐ Crafts-Business	Skilled Crafts, Customer Services, Management
☐ Crafts-Clerical	Skilled Crafts, Clerical Work, Manual Work
☐ Scientific-Crafts	Math-Science, Technical, Skilled Crafts
☐ Scientific-The Arts	Math-Science, Medical-Dental, Literary Work
☐ Scientific-Social	Medical-Dental, Math-Science, Social Services
☐ Scientific-Business	Math-Science, Management, Technical
☐ Scientific-Clerical	Math-Science, Data Analysis, Technical
☐ The Arts-Crafts	Art Work, Skilled Crafts, Technical
☐ The Arts-Scientific	Literary Work, Math-Science, Art Work
☐ The Arts-Social	Social Services, Musical Work, Education Work
☐ The Arts-Business	Entertainment, Legal Work, Management
☐ The Arts-Clerical	Art Work, Clerical Work, Literary Work
☐ Social-Crafts	Personal Service, Social Services, Customer Services
☐ Social-Scientific	Social Services, Medical-Dental, Math-Science
☐ Social-The Arts	Social Services, Education Work, Musical Work
☐ Social-Business	Social Services, Management, Sales Work, Legal
☐ Social-Clerical	Social Services, Clerical, Management
☐ Business-Crafts	Management, Skilled Crafts, Customer Services
☐ Business-Scientific	Management, Sales Work, Math-Science
☐ Business-The Arts	Legal Work, Entertainment, Management
☐ Business-Social	Management, Sales Work, Social Services, Legal
☐ Business-Clerical	Management, Sales, Data Analysis, Clerical
☐ Clerical-Crafts	Clerical Work, Data Analysis, Skilled Crafts
☐ Clerical-Scientific	Data Analysis, Math-Science, Clerical Work
☐ Clerical-The Arts	Clerical Work, Data Analysis, Art Work
☐ Clerical-Social	Clerical Work, Data Analysis, Social Services
☐ Clerical-Business	Data Analysis, Clerical Work, Management

NOTE: If The Arts is one of the scales in your Career Code, you might want to explore beyond what is suggested above and consider additional artistic clusters. The four artistic clusters are Art Work, Literary Work, Music Work, and Entertainment.

Step 9

Next to the Career Code(s) you have checked above, you will find the names of three or four CAREER CLUSTERS. Write the name of each of these career clusters at 7 in your Summary Profile on the separate Interpretive Folder.

EXAMPLES:

ONE CODE (no ties)
CODE: Business-Social
1st *Management*
2nd *Sales Work*
3rd *Social Services*
4th *Legal*

MORE THAN ONE CODE (in case of ties)
CODES: Crafts-Business, Crafts-Clerical
1st *Skilled Crafts*
2nd *Customer Services*
3rd *Management*
4th *Clerical Work*
5th *Manual Work*

GO ON TO THE NEXT PAGE.

Career Decision-Making System, contd.

Name____ Grade (if any)__________

Counselor (if any)_______________________________ Date______________

Transfer the information in your Summary Profile to the counselor's copy. (Do this even if you do not have a counselor, because it will be helpful to you in using your Interpretive Folder.)

SUMMARY PROFILE

Counselor's Copy

1 Stated Occupational Preferences

FIRST CHOICE ______________________

SECOND CHOICE ______________________

2 Subject Preferences

FIRST CHOICE ______________________

SECOND CHOICE ______________________

3 Future Plans

____

4 Job Values

1. ______________________
2. ______________________
3. ______________________
4. ______________________

5 Abilities

1. ______________________
2. ______________________
3. ______________________
4. ______________________

6 Interest Scale Scores

Crafts ________ Social ________
Scientific ________ Business ________
The Arts ________ Clerical ________

7 Career Clusters Suggested for Careful Exploration

1st ______________________
2nd ______________________
3rd ______________________

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Turn now to your Interpretive Folder and begin to read *Introduction to Career Decision Making* on page 1.

Career Decision-Making System, contd.

Interpretive Folder
Self-Scored Edition

Summary Profile

____
NAME/DATE

1. **Stated Occupational Preferences**
   First Choice ______________________________
   Second Choice ______________________________

2. **Subject Preferences**
   First Choice ______________________________
   Second Choice ______________________________

3. **Future Plans**
   ____

4. **Job Values**
   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________

5. **Abilities**
   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________

6. **Interest Scale Scores**

Crafts __________	Social __________
Scientific __________	Business __________
The Arts __________	Clerical __________

7. **Career Clusters Suggested by Your Scores for Careful Exploration**
   1st ______________________________
   2nd ______________________________
   3rd ______________________________

IMPORTANT: Do not read this folder until you have completed your Summary Profile. You will find directions for the Career Decision-Making System on the cover of the separate Survey Booklet.

Introduction to Career Decision Making

This folder is designed to help you to gain as much benefit as possible from your Summary Profile on the previous page. You are involved in a process or career decision making. You are examining yourself and the world of work more closely than you probably have in the past. You are trying to find out how you can fit into that world in the most satisfying way possible.

In completing the survey, you expressed your likes and dislikes for many job activities. The clusters suggested to you in your Summary Profile for careful exploration are based on your interests. A word of caution: interests suggest jobs that you might find satisfying. They do not measure ability - what you can do well. However, as you explore your career options, you will also consider ability, as well as values and training requirements. In addition, you will be given information about the employment outlook for your career options.

Career decision making is a long process. Don't expect to make a final decision at once. You may change your mind often. Your goals should be to organize your thinking about topics important in choosing a career. You will not be told which specific career you should choose. Instead, careers will be suggested for you to explore, and some guidelines will be provided to help you narrow your choices. You have a lot of hard work ahead if you hope to get the best results from this program.

Career Exploration and Decision Making

Step 1
Your Interest Scale Scores

Find your scores at $\boxed{6}$ *on the Summary Profile above.*

Your likes and dislikes for a long list of job activities were scored against six major work settings - the arts, clerical, crafts, business, social, and scientific - and you recorded your scores on these scales at $\boxed{6}$ in your Summary Profile. Personality can also be described according to these six categories. Psychological research has shown that people tend to search out and find satisfaction in a work setting that is in agreement with their personality type. Thus, scientific persons will find their greatest satisfaction in a scientific work setting, and so on.

The highest possible score on each scale is 40. If all of your scores are below 10, it may mean that you have not as yet developed a definite pattern of interests. This is frequently true of young people. Such scores, though they are often meaningful, should be treated with caution.

In general, the higher an interest scale score is among your six scores, the more likely it is that you would find the activities of that scale enjoyable and rewarding. Your lowest scores are also very important in pointing out environments that you would probably find distasteful.

Career Decision-Making System, contd.

Interpretive Folder
Self-Scored Edition

Summary Profile

____
NAME/DATE

1. **Stated Occupational Preferences**
   First Choice ______________________________
   Second Choice ______________________________

2. **Subject Preferences**
   First Choice ______________________________
   Second Choice ______________________________

3. **Future Plans**
   ____

4. **Job Values**
   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________

5. **Abilities**
   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________

6. **Interest Scale Scores**

Crafts______________	Social______________
Scientific______________	Business______________
The Arts______________	Clerical______________

7. **Career Clusters Suggested by Your Scores for Careful Exploration**
   1st ______________________________
   2nd ______________________________
   3rd ______________________________

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Career Exploration and Decision Making

Step 1
Your Interest Scale Scores

Find your scores at 6 *on the Summary Profile above.*

Your likes and dislikes for a long list of job activities were scored against six major work settings - the arts, clerical, crafts, business, social, and scientific - and you recorded your scores on these scales at 6 in your Summary Profile. Personality can also be described according to these six categories. Psychological research has shown that people tend to search out and find satisfaction in a work setting that is in agreement with their personality type. Thus, scientific persons will find their greatest satisfaction in a scientific work setting, and so on.

The highest possible score on each scale is 40. If all of your scores are below 10, it may mean that you have not as yet developed a definite pattern of interests. This is frequently true of young people. Such scores, though they are often meaningful, should be treated with caution.

In general, the higher an interest scale score is among your six scores, the more likely it is that you would find the activities of that scale enjoyable and rewarding. Your lowest scores are also very important in pointing out environments that you would probably find distasteful.

Scale Descriptions

CRAFTS

People with high scores on the Crafts scale are interested in practical, mechanical activities that often call for physical strength. They prefer working with tools and objects rather than with words and people. They want to build things and desire practical results from their work. Typical occupations in the Crafts area are farmer, auto mechanic, sewing machine operator, carpenter, truck driver, and dental technician.

SCIENTIFIC

Scientific persons value mathematics and scientific work very highly. They tend to be curious, creative, theoretical, and studious, and often prefer to work by themselves. They have a liking for occupations such as chemist, engineer, architect, biologist, mathematician, physicist, and physician.

THE ARTS

High scorers on this scale are interested in creative activities, for example, music, writing, entertainment, and art. They very often prefer a nonconforming life style, prize independence, and actively search out opportunities for self-expression. Common occupations in The Arts include musician, writer, artist, interior decorator, actor, and actress.

SOCIAL

A high Social score is typical of persons who are interested in well-being of others. They generally get along well with others and have strong verbal skills. They find the opportunity to express their social concern in such occupations as counselor, social worker, nurse, recreation leader, and teacher.

BUSINESS

Persons with a high Business score see themselves as skilled with words. They are attracted to careers that provide them opportunities to lead others and to convince others to think the way they do or to buy their products. Business occupations include bankers, salespersons, government administrators, business executives, buyers, and stock brokers.

CLERICAL

People who score high on this scale prefer occupations in which the duties are clearly defined. They typically enjoy organized tasks and the verbal and numerical activities of office work. They tend to be orderly and systematic. They often place a high value on financial success and status. Examples of Clerical occupations are bank teller, secretary, accountant, office worker, and computer operator.

Step 2
Identifying Your Career Clusters

Most people have interests in more than one of the six work categories. A person's highest two or three scores are most useful in suggesting appropriate occupations for exploration. For each combination (such as Scientific-Social, Business-Crafts) there are several related occupational groups.

We have divided the world of work into the 18 career clusters listed on the following pages. All the jobs in a cluster involve the same combination of occupational interests. For example, medical-dental jobs have been grouped together because they call for scientific and social service activities and interests. Thus, a person whose highest scores are Scientific and Social will have the medical-dental field suggested as one cluster for close study.

> *Find the career clusters suggested for your careful exploration at* 7 *on the Summary Profile. These career clusters are recommended for your study based on the interests you expressed in the survey. Use the Summary Profile which you copied on the back of the Survey Booklet. Having this profile close to the Career Clusters list will make it easier for you to move through Steps 3 to 9.*

Step 3
Defining Your Career Clusters

> *Read down the Career Cluster list that follows until you find each career cluster listed at* 7 *on your Summary Profile.*

Put a check mark on the chart in the box next to each career cluster which was suggested to you. Right after the cluster names you will find a list of occupations typical of each cluster. Study the lists carefully. Circle any jobs you wish to learn more about.

Regardless of your sex, you are encouraged to look at all the career options suggested to you. There is no activity or occupation that is exclusively male or female.

You are now going to see how these career clusters fit in with other information you gave about yourself when you filled out the survey.

Step 4
Stated Occupational Preferences

> *You will remember that you were asked on the survey to choose from 18 career clusters the two that you prefer most. Find your choice at* 1 *on the Summary Profile.*

Now compare them to the career clusters you checked - the clusters your interest survey results suggest you explore. Is there agreement? If so, you can have increased confidence that you might find satisfaction in the career area. Where there is no agreement, the survey has opened up to you new career areas that you should carefully explore before making a final career decision.

Step 5
Subject Preferences

Find your subject preferences at $\boxed{2}$ *on the Summary Profile.*

Now compare these to the Related School Subjects column for each career cluster you checked. Circle any subject which is also one of the school subjects you listed on the summary Profile.

Helpful clues to a satisfying career choice can often be found in the school subjects in which you have achieved success and enjoyment. The greater the agreement between the school subjects you have liked and those related to a career cluster you are exploring, the greater the chance that you would find satisfaction in the jobs in the cluster.

IMPORTANT: You will find a number of school subjects, values, and abilities listed for each career cluster. Each subject, value, and ability may not be related to every job in the cluster, but most will be. Therefore, do not expect to circle every subject, value, or ability listed for the clusters that you are exploring.

Code "A"
Education/Training Code
This code tells the usual minimum education and training requirements.

APP/OJT
An apprenticeship or on-the-job training usually prepares the worker; no specialized education other than a general education; however, some college, specialized work experience, or training may be helpful

V/T
Vocational and technical programs in high school and/or junior college and technical and business schools

C
Four-year college degree and at times a graduate degree

"Code "B"

Dictionary of Occupational Titles Code

The first three digits of this code are printed on the chart. The Dictionary contains a definition of every job in the U.S.

Code "C"

Employment Outlook Code

This code gives Department of Labor estimates of national growth in the job and competition for positions through 1995. Of course, conditions will vary from place to place.

E	Excellent
G	Good
F	Fair
P	Poor
NA	Estimate not available

Step 6

Future Plans and Employment Outlook

Jobs in the Typical Jobs column are grouped according to required education and training. The letter in front of each job gives the employment outlook. The codes for training and outlook are explained above.

Find the future plans you recorded at 3 *on the Summary Profile.*

How well do your plans match the training requirements shown? Also, how good is the employment outlook for each job you are considering? Developing appropriate training plans and taking into account the employment outlook are important parts of career planning.

Step 7

Job Values

Find the job values you lised at 4 *on the Summary Profile.*

Read the Job Values column for every Career Cluster checked. Do these job values match yours? Circle those that do.

Remember that values are highly personal, that different persons will satisfy different values doing the same job. However, certain values are commonly associated with particular job clusters, even though not every value listed is related to every job. If your values are totally different from those listed for a career cluster, you might well not find satisfaction in that cluster.

Step 8
Abilities

Find the abilities you listed at $\boxed{5}$ *on the Summary Profile.*

Read the Abilities column for every career cluster checked. If any of the four abilities you listed appear in the Abilities column, circle them.

To be successful in a job, it is, of course, necessary to have the abilities needed to do the job well. Interest alone is not enough. If you judge that you do not have the ability for an area that strongly interests you, it would be wise to discuss this conflict with a counselor.

Step 9
Review

Review the career clusters you have been studying. Have you circled items in most of the columns? The more items you have circled in a cluster, the more likely you are to find satisfaction in that cluster. If you have circled none or very few in a cluster, there is some doubt that it would be an appropriate career area for you.

Career Decision-Making System, contd.

CAREER CLUSTERS

See Code "C"

See Code "B"

See Code "A"

CAREER CLUSTER	TYPICAL JOBS		RELATED SCHOOL SUBJECTS	JOB VALUES	ABILITIES
Skilled Crafts ☐	**APP/OJT** 637-F Air Conditioning Mechanic 723;827-G Appliance Repairer 807-G Auto Body Repairer 620-E Auto Mechanic 526-G Baker 860-G Carpenter 313-E Cook 712-G Dental Technician 625-E Diesel Mechanic 824;829-G Electrician 726-G Electronic Assembler 973;650-G Compositor/Linotype Operator 609-G Factory Inspector 401;404-P Farmer 626-F Industrial Machine Repairer 863-G Insulation Worker 700-F Jeweler 822-G Line Installer 972-G Lithographer 709-E Locksmith 600-F Machinist 316-P Meat Cutter 378-E Military Service	**APP/OJT** 960-P Movie Projectionist 633-E Office Machine Servicer 716-F Optician 976-E Photo Process Worker 862-F Plumber/Pipefitter 651-F Printer 866-G Roofer 955-G Sewage-Plant Operator 804-F Sheet-Metal Worker 222-F Shipping/Receiving Clerk 950-F Stationary Engineer 222-F Stock Clerk 801-F Structural-Steel Worker 785-F Tailor 822-P Telephone Installer 720-G TV-Stereo-VCR Repairer 601-F Tool-and-Die Maker 780-F Upholsterer 819-G Welder **V/T** 621-F Aircraft Mechanic 828-E Computer Service Technician 194;962-G Broadcast Technician	Shop/Crafts Science Technical Studies Math Agriculture Home Economics Clerical	Work with Hands Physical Activity Routine Activity Supervised Work	Mechanical Manual Spatial Clerical Computation
Technical ☐	**APP/OJT** 193-P Air Traffic Controller 018-G Surveyor **V/T** 196-G Airline Pilot 022-F Chemical-Laboratory Technician 001-017-G Drafter 003-E Electronic Technician 621-G Flight Engineer 452-F Forester Aide	**V/T** 078-G Medical Laboratory Technician 012-NA Quality Control Technician 199-G Scientific Helper 197-G Ship's Captain 017-NA Technical Illustrator 007-E Tool Programmer 025-NA Weather Observer	Math Agriculture Shop/Crafts Technical Studies Art Science	Physical Activity Work with Mind Work with Hands Routine Activity Supervised Work	Math/Scientific Computation Mechanical Artistic Manual Spatial

Career Decision-Making System, contd.

CAREER CLUSTERS

CAREER CLUSTER	TYPICAL JOBS		RELATED SCHOOL SUBJECTS	JOB VALUES	ABILITIES
Legal Work ☐	APP/OJT 241-E Claim Adjuster 168-F Customs Inspector 375-P Detective 373-NA Fire Chief 375-NA Police Chief V/T 168-F Building Inspector 168-F Food and Drug Inspector	C 375-NA FBI Agent 079-NA Industrial Hygienist 111-G Judge 110-F Lawyer 119-G Paralegal Assistant	English Social Studies Finance Management	Leadership High Achievement Creativy Work with Mind Independence Work with People Prestige Salary Variety	Persuasive Leadership Social Language
Manual Work ☐	APP/OJT 410-G Animal Caretaker 861-G Bricklayer 921;850-59-G Construction Equipment Operator 869-G Construction Laborer 911-F Deckhand/Sailor 362-G Dry Cleaner 421-P Farm Hand 373-F Firefigher 441-P Fisher 921-P Fork Lift Operator 406-G Groundskeeper	APP/OJT 899-F Highway Maintenance Worker 910-P Locomotive Engineer 454-P Logger 602-06-G Machine Tool Operator 939-F Miner 920-F Packager 840-F Painter 706-G Product Assembler 787-P Sewing Machine Operator 681-89-P Textile Operative 903-06-F Truck Driver	Shop/Crafts Agriculture Home Economics	Work with Hands Routine Activity Physical Activity Supervised Work	Manual Mechanical Spatial
Data Analysis ☐	APP/OJT 209-19-E Bank Clerk 214-G Billing-Machine Operator 213-E Computer Operator 216-P Statistical Clerk 213-G Tabulating-Machine Operator VT 160-E Accountant 216-G Accounting Clerk	V/T 160-E Auditor 210-G Bookkeeper 219-G Insurance Clerk 215-P Payroll Clerk 191-G Real Estate Appraiser C 186-G Bank Loan Officer 169-E Insurance Underwriter 050-F Market Research Analyst	Math Clerical Finance Management English	Work with Mind High Achievement Routine Activity Supervised Work Salary Security	Math Clerical Computation Language

Career Decision-Making System, contd.

CAREER CLUSTERS

CAREER CLUSTER	TYPICAL JOBS		RELATED SCHOOL SUBJECTS	JOB VALUES	ABILITIES
Math-Science ☐	**V/T** 020-G Computer Programmer 003-019-E Engineering Technician C 020-E Actuary 001-G Architect 041-G Biologist 022-F Chemist 002-019-E Engineer 029-G Environmental Analyst 040-F Forester 024-G Geologist 020-G Mathematician	**C** 091-E Math-Science Teacher 078-F Medical Technologist 025-G Meterologist 024-NA Oceanographer 074-G Pharmacist 041-E Pharmacologist 023;021-F Physisist/Astronomer 045-F Psychologist, Experimental 040-F Soil Conservationist 020-G Statistician 070-G Surgeon 012-E Systems Analyst	Math Science Agriculture Technical Studies English	Job Security Leadership High Achievement Creativity Work with Mind Independence Salary Variety Prestige	Math Computation Scientific Language Spatial Mechanical
Art Work ☐	**APP/OJT** 298-G Display Worker 142-G Floral Designer 144-F Painter (Artist) 143-P Photographer **V/T** 141-F Commercial Artist 141-F Commercial Designer 141-F Illustrator	**V/T** 142-F Industrial Designer 142-F Interior Designer 142-F Set Decorator 142-F Set Designer C 149-P Art Teacher 142-F Clothes Designer	Art Home Economics English	Creativity Work with Mind Variety High Achievement Independence	Artistic Manual Spatial Teaching } for Art Social } Teachers
Literary Work ☐	C 131-F Columnist/Commentator 131-P Copy Writer 132-P Editor 131-P Newswriter 131-P Novelist 131-P Playwright	C 131-P Poet 131-F Reporter 131-P Script Writer 131-G Technical Writer 137-NA Translater	English Foreign Languages Social Studies	Creativity Work with Mind Leadership Independence High Achievement Variety Prestige Work with People	Language Persuasive Leadership Social

Note: Very talented persons may achieve success in creative writing without completing a college education.

Career Decision-Making System, contd.

CAREER CLUSTERS

CAREER CLUSTER	TYPICAL JOBS		RELATED SCHOOL SUBJECTS	JOB VALUES	ABILITIES
Music Work ☐	**APP/OJT** 151-P Choreographer 151-P Dancer 151-G Dancing Instructor **C and/or OJT** 152-P Composer 152-P Conductor 152-P Music Arranger	**C and/or OJT** 152-P Musician 152-P Singer C 152-P Music teacher	Music English	Creativity Variety Work with Mind Independence High Achievement Work with People	Musical Language Leadership Manual Social ┐ for Music Teaching ┘ Teachers
Management ☐	**APP/OJT** 182-NA Contractor 187-E Hotel/Motel Manager 187-G Restaurant Manager 163-E Sales Manager 185-E Store Manager **V/T** 187-NA Funeral Manager 169-NA Office Manager C 169-NA Administrative Assistant 186-G Banker 077-E Chief Dietitian	C 180-G Farm Manager 189-G Government Administrator 187-F Hospital Administrator 012-E Industrial Engineer 166-F Personnel Manager 189-E President or Other Major Officer of a Business Organization 183-NA Production Superintendent 159-P Radio-TV Director	Management Finance English Math Science	Prestige High Achievement Creativity Work with Mind Work with People Independence Leadership Salary Variety	Social Leadership Persuasive Language Computation Math Scientific
Clerical Work ☐	**APP/OJT** 211-G Bank Teller 211-E Cashier 249-G Dispatcher 206-F File Clerk 238-G Hotel/Motel Clerk 249-F Library Assistant 230-P Mail Carrier 209-F Mail Clerk 249-G Order Clerk 243-P Post-Office Clerk 237-E Receptionist	**APP/OJT** 235-G Switchboard Operator 235-F Telephone Company Operator 238-P Ticket Agent 203-G Typist/Word Processor **V/T** 203-G Data Entry Keyer 245-E Medical Record Clerk 201-G Secretary 202-P Stenograper	Clerical Finance Management Math English	Routine Activity Supervised Work Job Security Work with People Work with Hands	Clerical Language Computation Social

Career Decision-Making System, contd.

CAREER CLUSTERS

CAREER CLUSTER	TYPICAL JOBS		RELATED SCHOOL SUBJECTS	JOB VALUES	ABILITIES
Medical-Dental ☐	**C** 070-G Anesthesiologist 076-G Audiologist 070-G Cardiologist 079-G Chiropractor 072-G Dentist 070-G General Practitioner 070-G Obstetrician 079-E Optomtrist	**C** 072-G Orthodontist 070-G Pathologist 070-G Pediatrician 079-E Podiatrist 070-G Psychiatrist 070-G Radiologist 076-G Speech Pathologist 073-G Veterinarian	Math Science Agriculture English	Leadership High Achievement Creativity Work with Mind Work with People Job Security Salary Variety Prestige Independence	Scientific Social Math Language Spatial/Manual
Personal Service ☐	**APP/OJT** 153-F Athlete 355-G Child Care Attendant 153-NA Coach 309/354-E Homemaker/Home Health Aide 355-E Nurse Aide 355-E Orderly **VT** 355-G Occupational Therapy Aide	**V/T** 079-P Emergency Medical Technician 355-E Physical Therapy Aide 195-F Recreation Leader **C** 096-F County Agricultural Agent 099-P Physical Education Teacher 097-G Vocational Instructor	Shop/Crafts Home Economics Agriculture Social Studies	Variety Work with People Supervised Work Physical Activity High Achievement Work with Mind	Manual Social Language Teaching Spatial Mechanical
Social Services ☐	**APP/OJT** 079-E Dental Assistant 079-E Medical Assistant **V/T** 078-G Dental Hygienist 079-G Licensed Practical Nurse 078-G Radiologic (X-Ray) Technologist 075-E Registered Nurse 079-G Respiratory Therapist 079-G Surgical Technician **C** 120-E Clergy, Catholic	**C** 120-P/F Clergy, Protestant/Jewish 045-F Counselor 050-F Economist 052-P Historian 076-E Occupational Therapist 076-E Physical Therapist 051-P Political Scientist 195-F Probation Officer 045-G Psychologist, Clinical/ Counseling 195-G Social Worker 054-P Sociologist	Social Studies Math Science Finance	Work with People Creativity High Achievement Work with Mind Physical Activity Independence Leadership Variety Security Prestige Salary	Social Language Math Scientific Teaching

Career Decision-Making System, contd.

CAREER CLUSTERS

CAREER CLUSTER	TYPICAL JOBS		RELATED SCHOOL SUBJECTS	JOB VALUES	ABILITIES
Sales Work ☐	**APP/OJT** 299-E Dispensing Optician 292-P Driver, Route Sales 279-G Manufacturer's Representative 260-90-G Retail Sales Worker 273-G Sales, Automobile 250-F Sales, Insurance 250-G Sales, Real Estate 252-E Travel Agent 260-90-E Wholesale Sales Worker	**V/T** 162-F Buyer 162-G Purchasing Agent **C** 251-G Sales, Stocks and Bonds 002-015-G Sales Engineer Note: There are sales agents for many other goods and services.	Math Management Science (for sales engineers) Finance English	Leadership Work with Mind High Achievement Creativity Independence Work with People Variety Salary Social	Social Persuasive Language Computation Leadership Math/Science
Entertainment ☐	**APP/OJT** 150-P Actor/Actress 159-NA Comedian **V/T** 159-P Disc Jockey 297;961-NA Model	**V/T** 159-P Radio/TV Announcer **C** 150-P Drama Teacher 165-F Public Relations Representative	English Music Art Social Studies	Creativity High Achievement Work with People Work with Mind Independence Variety Salary	Language Persuasive Musical/Artistic Teaching ⎤ for Drama Social ⎦ Teachers
Customer Services ☐	**APP/OJT** 913-F Bus Driver 381-G Cleaner/Janitor 372-E Correction Officer 379-NA Fish and Game Warden 352-P Flight Attendant 311-E Food Counter Worker 915-F Gas Station Attendant 310-E Host/Hostess, Restaurant 323-G Housekeeper 318-E Kitchen Helper 239-G Messenger	**APP/OJT** 915-F Parking Lot Attendant 169-NA Park Ranger 375-P Police Officer 290-E Sales Clerk 372-E Security Guard 913-G Taxi Driver 311-E Waiter/Waitress **V/T** 330-F Barber 332-E Beautician	Home Economics Shop/Crafts Basic Math	Work with People Routine Activity Physical Activity Supervised Work Work with Hands	Social Computation Manual Clerical Artistic

Career Decision-Making System, contd.

CAREER CLUSTERS

CAREER CLUSTER	TYPICAL JOBS		RELATED SCHOOL SUBJECTS	JOB VALUES	ABILITIES
Education Work ☐	**APP/OJT** 092-G Nursery School Teacher 099-G Teacher Aide **V/T** 100-F Library Technician **C** 090-P College Professor 090-NA College Student Personnel Worker 092-G Elementary School Teacher	**C** 100-F Librarian 096-NA Home Economist 090-099-P School and College Administrator 091-F Secondary School Teacher Note: See other clusters for secondary school teachers of specific subject areas. 094-G Special Needs Teacher	Teachers: Depends on subject taught Librarian: English Administrators: Management	Creativity Work with People Leadership Work with Mind High Achievement Variety Prestige Security	Social Language Teaching Clerical Leadership Persuasive

Continuing Your Career Exploration

1. Go to $\boxed{1}$ Stated Occupational Preferences in your Summary Profile. There you will find the choices you made when asked to choose from 18 career clusters the two you prefer most. If neither of your choices was listed for exploration at $\boxed{7}$, you should now explore both choices by repeating Steps 3 through 9. (If only one of your choices was not listed at $\boxed{7}$, explore that choice now.) What people say they want for a career is often a very important clue to what their future work will be. Thus, it is advisable that you study your stated career preferences even when they are different from those suggested by your interest scale scores. In this case, however, be aware that such work involves activities that you rated less highly than others in your interest survey responses. Thus, you should approach such clusters with caution.

2. Read through the 18 career clusters described previously. If any interest you, study them in the same way you examined the clusters suggested to you on your Summary Profile.

3. If there was only a small difference between your two or three highest scores, you should give special attention to those clusters that other combinations of the scores would suggest. For example, if your scores were Social 33, The Arts 32, and Clerical 31, you would go to page 11 in the separate Survey Booklet and find the clusters suggested by The Arts-Social, Social-Clerical, Clerical-Social, The Arts-Clerical, and Clerical-The Arts.

4. The *Occupational Outlook Handbook*, a Department of Labor publication, is a valuable information resource. It provides job descriptions, training requirements, up-to-date forecasts of job prospects, salaries, work conditions, and sources of additional information - all items of importance to you in your career decision making. To find the page for a specific job, use the alphabetical index in the back of the *Handbook*. Your counselor or librarian will almost surely have a copy of the *Handbook*, as well as other helpful sources of information.

5. Continue to study those careers that especially interest you:
   - Talk with people working in the careers.
   - Visit them at their places of work when possible.
   - Seek the advice of career counselors.
   - Read as much as possible about the careers. You will find materials in libraries and school and college career resource centers.
   - Try to find related part-time job or volunteer experiences.

6. People can satisfy their interests not only through jobs but also through hobbies and volunteer work. For instance, a computer programmer might satisfy a musical interest by playing the piano as a hobby. Or a lawyer might share enthusiasm for history by tutoring students who are having difficulty with the subject. You might want to consider how you can satisfy your interests through activities outside your regular job.

7. From time to time review this folder. Look for changes in your career thinking.

8. Remember that final career choice is yours alone. Others can only suggest some reasonable options for your exploration.

Using the Guide for Occupational Exploration to Add to Your Job List

The Guide for Occupational Exploration

- Published by the Department of Labor in 1979.
- Published by National Forum Foundation in 1984, available from American Guidance Service Publishers' Building, Circle Pines, Minnesota 55014-1796.
- Organizes the 20,000 jobs in the *Dictionary of Occupational Titles* into 12 Interest Areas and 66 Work Groups.
- Provides information about the interests, skills, abilities, training, and related life experiences of the 66 Work Groups.

Using the Guide with the CDM

- Jobs listed previously are the most common jobs in each cluster. The Guide can help you add hundreds of jobs to each cluster.
- The 66 Work Groups in the *Guide* are assigned to their related CDM clusters. Some Work Groups appear under two CDM Clusters because they include subgroups that relate to both.

An Example: How Terry used the Guide:

1. The CDM suggested three clusters to Terry for exploration: Legal Work, Entertainment, and Management.

2. After going through Steps 3 through 9, Terry decided to explore Legal Work further.

3. In the listings, Terry found, under Legal Work, four Work Groups from the Guide:
    - Safety and Law Enforcement (04.01)
    - Regulations Enforcement (11.10)
    - Law (11.04)
    - Contracts and Claims (11.12)

4. Terry used the codes (04.01, 11.04, 11.10, and 11.12) to find the Work Groups in the *Guide*. They are listed numerically. The first two digits denote the Interest Area, the second two, the Work Group.

5. After studying the four Work Groups, Terry decided to concentrate on Law. In Work Group 11.04 in the *Guide*, Terry found a long list of specific job titles in Law, for example, tax attorney, arbitrator, patent agent, and other jobs not listed in this folder.

- You can use the *Guide* just as Terry did both to increase your knowledge about jobs and to add to your job list.

SUMMARY: Terry moved from (1) CDM Legal cluster to (2) four *Guide* Work Groups to (3) specific job titles in the Law Work Group, as illustrated below.

Step 1 CDM Cluster:
Legal

Step 2 *Guide* Work Groups:
Safety/Law Enforcement (04.01)
Law (11.04)
Regulations Enforcement (11.10)
Contracts and Claims (11.12)

Step 3 Specific Job Titles (for the Law Work Group, 11.04 in the *Guide*):
Appeals Reviewer, Judge, Hearing Officer, Magistrate, District Attorney, Insurance Attorney, Lawyer (7 listings by speciality), Legal Investigator, Paralegal Assistant, Tax Attorney, Title Attorney, Adjudicator, Tariff Publishing Agent, Customs House Broker, Abstractor, Patent Agent.

CDM Career Clusters and Related Guide for Occupational Exploration Work Groups

SKILLED CRAFTS
Craft Arts (01.06)
Managerial Work: Plants and Animals (03.01)
General Supervision: Plants and Animals (03.02)
Craft Technology (05.05)
Systems Operation (05.06)
Quality Control (05.07)
Materials Control (05.09)
Crafts (05.10)
Production Technology (06.01)
Production Work (06.02)
Quality Control (06.03)

MANAGEMENT
Managerial Work: Plants and Animals (03.01)
Managerial Work: Mechanical (05.02)
Administrative Detail (07.01)
Business Administration (11.05)
Services Administration (11.07)
Promotion (11.09)
Business Management (11.11)
Contracts and Claims (11.12)

Career Decision-Making System, contd.

TECHNICAL
Laboratory Technology (02.04)
Managerial Work: Mechanical (05.02)
Engineering Technology (05.03)
Air and Water Vehicle Operation (05.04)
Quality Control (05.07)

LEGAL WORK
Safety and Law Enforcement (04.01)
Law (11.04)
Regulations Enforcement (11.10)
Contracts and Claims (11.12)

MANUAL WORK
Animal Training and Service (03.03)
Elemental Work: Plants and Animals (03.04)
Land and Water Vehicle Operation (05.08)
Equipment Operation (05.11)
Elemental Work: Mechanical (05.12)
Production Work (06.02)
Elemental Work: Industrial (06.04)

MATH-SCIENCE
Physical Sciences (02.01)
Life Sciences (02.02)
Laboratory Technology (02.04)
Engineering (05.01)
Mathematics and Statistics (11.01)

DATA ANALYSIS
Mathematical Detail (07.02)
Clerical Machine Operation (07.06)
Finance (11.06)

ART WORK
Visual Arts (01.02)
Craft Arts (01.06)

LITERARY
Literary Arts (01.01)
Communications (11.08)

MUSIC
Performing Arts: Music (01.04)
Performing Arts: Dance (01.05)

CLERICAL
Materials Control (05.09)
Administrative Detail (07.01)
Financial Detail (07.03)
Oral Communications (07.04)
Records Processing (07.05)
Clerical Machine Operation (07.06)
Clerical Handling (07.07)

MEDICAL-DENTAL
Medical Sciences (02.03)

PERSONAL SERVICE
Hospitality Services (09.01)
Nursing, Therapy, and Specialized Teaching Services (10.02)
Child and Adult Care (10.03)
Sports (12.01)

SALES WORK
Engineering (05.01)
Sales Technology (08.01)
General Sales (08.02)
Vending (08.03)
Finance (11.06)

ENTERTAINMENT
Performing Arts: Drama (01.03)
Elemental Arts (01.07)
Modeling (01.08)
Promotion (11.09)
Physical Feats (12.02)

CUSTOMER SERVICES
Safety and Law Enforcement (04.01)
Security Services (04.02)
Elemental Work: Mechanical (05.12)
Hospitality Services (09.01)
Barber and Beauty Services (09.02)
Passenger Services (09.03)
Customer Services (09.04)
Attendant Services (09.05)
Child and Adult Care (10.03)

SOCIAL SERVICES
Social Services (10.01)
Nursing, Therapy, and Specialized Teaching Services (10.02)
Social Research (11.03)

EDUCATION
Educational and Library Services (11.02)
Services Administration (11.07)

CLIENT-CLINICIAN INFORMAL ASSESSMENT

Suggested ways to use the "Client-Clinician Informal Assessment"

1. As part of their rehabilitation plan, **vocational rehabilitation counselors** can use it with all clients who plan to enroll in postsecondary education . The counselor can use the answers to these questions as guides when determining, in conjunction with the client, what types of pre-enrollment training the client may need, as well as the scope and intensity of post-enrollment support services.

2. **Special educators** can use this form with secondary level learning disabled students who plan to enroll in postsecondary schools. The students' answers will help the teacher determine what organizational and study skills need additional development before the students graduate.

3. **Postsecondary special needs support personnel** can use this form to determine each student's need for classes in time management/study skills, as well as help determine the type and extent of on-going support services that each student may need.

4. **Individuals with learning disabilities** can use this form to clarify the level of their organizational and study skills. Each individual could complete the form with the help of someone else who knows him/her well in order to ensure that one's own perceived level of organizational/study skills is consistent with the perceptions of an outside observer.

CLIENT-CLINICIAN INFORMAL ASSESSMENT

Quoted from: Anna Gajar, Ph.D. (1986). Assisting the learning disabled. University Park, PA: The Pennsylvania State University, pages 34-38. Quoted with permission. The complete publication is available from Dr. Anna Gajar, The Pennsylvania State University, 226B Moore Bldg., University Park, PA 16802. Pre-payment of $11.00 is required. Make the check or money order payable to "The Pennsylvania State University".

Have you attended college before? _____ Yes _____ No

If yes, what courses have you taken?

____

____

What skill areas do you consider to be weaknesses?

____

____

What skill areas do you consider your strengths?

____

____

List the long range goals you would like to achieve at this college/university.

____

____

List the specific goals you would like to achieve this term.

____

____

Client-Clinician Informal Assessment, contd.

The purpose of this program is to meet your individuals needs. In what ways can this program assist you?

Please answer the following questions in as much detail as you can.

1. Describe an ideal strategy for taking notes in class.

2. Describe as accurately as you can the strategy you use (if any) to take notes in class.

3. Describe an ideal strategy for preparing for exams.

4. Describe an ideal strategy for completing an assignment such as a paper or a report.

5. Describe as accurately as you can how you typically prepare for assignments such as papers or reports.

Client-Clinician Informal Assessment, contd.

6. Describe the strategies you use (if any) to organize your study time on a daily and weekly basis. How much do you plan ahead? To what extent are you usually able to follow through on your plans?

7. Describe how you will organize your notes, papers, and assignments for each course. For example, what kind of notebook will you use, how will you organize it, where do you plan to study, where do you keep your books, papers, and so forth?

Read the following situations, then describe in as much detail as possible what you usually do or think you would do in each case. Include what you say to yourself, how you rationalize your decision and what you actually do.

1. It's Friday morning and you have a first period class. You were out late last night and you really don't think you are going to make it to class on time, even if you rush. As you debate with yourself whether or not to go, you remember that the class was supposed to be a review for the test on Monday.

2. You've developed a study schedule to prepare for an exam a week from today. You need to re-read and outline a chapter, then prepare a practice quiz on the material. It will probably take you three or four hours to finish. Some friends just called you and you really want to spend the day with them.

Client-Clinician Informal Assessment, contd.

3. You have been studying for twenty minutes and you are really having difficulty concentrating. You feel tired, and start to think about taking a one-hour nap so you can concentrate better.

4. You have been working on an outline for a paper, but you haven't finished the objective you had set for the day, even though you have been working a half-hour more than you had planned. You really want to go home and watch a program on T.V.

CLINICAL EVALUATION

Suggested ways to use the "Clinical Evaluation"

Vocational rehabilitation counselors could share this form with clinical psychologists from whom they purchase services, and suggest that they incorporate it into their assessment process.

The "Clinical Evaluation" is intended for use only by professionals with appropriate training and experience. It is not intended for use by clients as a self assessment, nor for use in group settings.

CLINICAL EVALUATION

Developed by: Walter E. Plude, M.S., Arrowhead Psychological Clinic, Medical Arts Bldg. #829, 324 W. Superior St., Duluth, MN 55802. Reprinted with permission.

Contributed by: Walt Trianoski, VR Counselor, Division of Vocational Rehabilitation, 1330 Tower Ave., Superior, WI 54880

Date of Evaluation ____________________
Evaluator ____________________
Place ____________________

General Information

Name ______________________________ Sex_____ B.D.____________ Age________

Address ______________________________ Race________ Place of Birth______________

Marital Status__________ No. times married____ Age first marriage____ No. of children____

HISTORY OBTAINED FROM: Interviewee___ Immediate family___ Other (specify)______

RELIABILITY OF HISTORY: Reliable___ Fairly reliable___ Questionably reliable___

1. DEVELOPMENTAL INFORMATION
Primary milieu in which interviewee was raised to age 10:
Family home___ School___ Orphanage___ Hospital___
Other (specify)__________

2. PLACE OF UPBRINGING
Urban___ Rural___ Suburban___ Other (specify)________________

3. PARENTS
Mother alive Yes___ No___ Unknown___
Father alive Yes___ No___ Unknown___
Parents divorced or separated Yes___ No___ Unknown___
Cause of separation: Divorce___ Parent Imprisoned___
Legal or mutal separation___ Parent hopsitalized___
Parent deserted___ Other____________ Unknown___

4. SIBLINGS
None___ Number of brothers_______ Number of sisters_______

5. SCHOOLING
Is this person literate? Yes___ No___ Highest grade completed______________
Non-academic schooling____

Clinical Evaluation, contd.

6. MILITARY EXPERIENCE

Yes___ No___ Unknown___
Branch of service: Army___ Navy___ Marine Corps___ Air Force___
Other______________________
Status on separation: EM___ NCO___ Warrant Off.___ Officer___
Any court martials?________________________________
Type of discharge:________________________________

7. OCCUPATION

This person's present or most recent occupation____________________________________
How many years?__________ Estimate of weekly income_____________
Date of last gainful employment____________________

If this person is not gainfully employed, he/she is:
Student___ Retired___ Hospitalized___ Housewife___ Under detention___
Other (specify)_________________________________

This person's work history is one of:
Steady employment___ Sporadic employment___
Fairly steady employment but frequent job changes___
None or cannot determine___

8. PRIMARY PROVIDER FOR THIS PERSON'S PRESENT HOUSEHOLD IS:

Self___ Spouse___ Parents___ Investments___ Pension___ Welfare___
Other (specify)_____________________________

9. DESCRIPTION OF PRESENT HOUSING

One family house___ 2-3 family house___ 1-family apt.___ Multi-family apt.___
Rooming house___ Hotel___ Dormitory___ Other(specify)___________________
Dwelling: Owned___ Rented___ Other__________________

10. THIS PERSON'S RELIGION:______________________

Attendance: Regular___ Often___ Seldom___ Never___

11. COMPOSITION OF PRESENT HOUSEHOLD

Total number including this person________
Household includes this person's: Spouse___ Children___ Parents___ Siblings___
Other relatives___ Unknown___

12. COMMUNITY ACTIVITY PARTICIPATION

		Reg.	Occ.	Rare	None
Non-family community activities		____	____	____	____
Community activities with family		____	____	____	____
Communal within family activities	_____	____	____	____	____

Clinical Evaluation, contd.

13. FAMILY HISTORY OF MENTAL/EMOTIONAL ILLNESS

	Yes	No	Unknown
Father			
Mother			
Siblings			
Children			
Grandparents			

14. PRIOR PSYCHIATRIC SERVICE

Yes___ No___ Unknown___
Where or who?___
No. of prior hospitalizations___ Year of first episode___ How long?___
Types of prior treatments___

15. SUICIDE ATTEMPTS

Yes___ No___ Unknown___ Number___
Last attempt: Month and year___
Method used___

16. DRUGS AND ALCOHOL USAGE

	Never used	Used in past	Presently using	Both P/P	Excessive use
Alcohol					
Opiates					
Sleeping pills					
Tranquilizers					
Amphetamines					
Hallucinogens					
Other drugs (specify)					

17. POLICE ARRESTS

Yes___ No___ Unknown___ Number___

CONVICTIONS

Yes___ No___ Unknown___ Number___

PUNISHMENT

Prison___ Suspended sentence___ Fine___ Other (specify)___

FAMILY ATTITUDE TOWARD THIS PERSON'S PRESENT DIFFICULTIES

No known family___ Accept___ Reject___ Indifferent___ Family in conflict___
Unknown in respect to this person___

Clinical Evaluation, contd.

Mental Status Examination

1. ATTITUDE TOWARD RATER
   Very positive___ Positive___ Neutral___ Ambivalent___ Negative___
   Very negative___ Unknown___

2. RELIABILITY AND COMPLETENESS OF INTERVIEW INFORMATION
   Very good___ Good___ Fair___ Poor___ Very poor___

3. THE PATIENT LOOKS:
   Her/his age___ Older___ Younger___

4. APPARENT PHYSICAL HEALTH
   Normal___ Fair___ Poor___ Excellent___

5. COMMUNICATION BARRIERS
   Refuses information___ Physical illness___ Sensorial or cognitive disorder___
   Massive denial___ Preoccupation___ Conscious falsification___
   Quality of speech___ Dialect or foreign language___ Deafness___
   Lack of response___

6. PREDOMINANT FEATURES IN BODY BUILD
   Mesomorphic___ Endomorphic___ Ectomorphic___ Unremarkable___

7. WEIGHT
   Underweight___ Average___ Overweight___ Gaining___ Losing___

8. HEIGHT
   Very short___ Short___ Average___ Tall___ Very tall___

9. PHYSICAL DEFORMITY
   None___ Mild___ Moderate___ Marked___

10. AMBULATION DISTURBANCE
    Walks with assistance___ Must use wheelchair___ Bedridden___ None___

11. DRESS
    Unkempt___ Unremarkable___ Meticulous___ Attention seeking___ Dirty___
    Seductive___ Bizarre___ Institutional___ Not appropriate to occasion___

12. FACIAL EXPRESSION
    Sad___ Tearful___ Frightened___ Anxious___ Immobile___ Elated___
    Suspicious___ Unremarkable___ Ecstatic___ Perplexed___ Hostile___
    Grimacing___ Worried___

Clinical Evaluation, contd.

13. EYES

	Occ.	Often	Very often	Most of time
Unremarkable	____	____	____	____
Avoids direct gaze	____	____	____	____
Stares into space	____	____	____	____
Glances furtively	____	____	____	____

14. POSTURE

	Slightly	Moderately	Markedly
Unremarkable	____	____	____
Stooped	____	____	____
Stiff	____	____	____
Bizarre	____	____	____
Other	____	____	____
Suggestive of neurological disorder	____	____	____

15. GAIT

Unremarkable	____	____	____
Unsteady	____	____	____
Rigid	____	____	____
Shuffling			
Manneristic	____	____	____
Stereotyped	____	____	____
Suggestive of neurological disorder	____Yes	____No	____Unknown
Orthopedic problem	____Yes	____No	____Unknown
Due to medication	____Yes	____No	____Unknown

16. MOTOR BEHAVIOR

	None	Slight	Mild	Mod.	Marked	Catatonic stupor
Psychomotor retardation	____	____	____	____	____	____
Psychomotor excitement	____	____	____	____	____	____
Tremor	____	____	____	____	____	____
Tics	____	____	____	____	____	____
Posturing	____	____	____	____	____	____
Pacing	____	____	____	____	____	____
Fidgeting	____	____	____	____	____	____

17. GENERAL ATTITUDE AND BEHAVIOR

Positive characteristics: Helpful___ Cheerful___ Responsible___ Pleasant___
Likeable___ Good sense of humor___

	None	Slight	Mild	Moderate	Marked
Uncooperative	____	____	____	____	____
Withdrawn	____	____	____	____	____
Inappropriate	____	____	____	____	____

17. General Attitude and Behavior, contd.

	None	Slight	Mild	Moderate	Marked
Impaired function in goal directed activities	___	___	___	___	___
Suspicious	___	___	___	___	___
Self mutilation	___	___	___	___	___
Antisocial	___	___	___	___	___
Impulsive	___	___	___	___	___
Passive	___	___	___	___	___
Dependent	___	___	___	___	___
Domineering	___	___	___	___	___
Guarded	___	___	___	___	___
Complaining	___	___	___	___	___
Ritualistic	___	___	___	___	___
Obsequious	___	___	___	___	___
Despondent	___	___	___	___	___
Apathetic	___	___	___	___	___
Fearful	___	___	___	___	___
Dramatic	___	___	___	___	___
Sexually seductive	___	___	___	___	___
Homosexual behavior	___	___	___	___	___

Anger (overt) Sarcastic___ Sullen___ Irritable___ Critical___
Argumentative___ Threatens violence___
Physically destructive___
Provokes anger Slight___ Mild___ Moderate___ Marked___
Suicidal behavior None___ At least threats___ At least gesture(s)___
Alcohol abuse Suspected___ Slight___ Mild___ Mod.___ Marked___
Drug abuse Suspected___ Slight___ Mild___ Mod.___ Marked___
Hallucinogen___ Barbiturate___ Stimulant___ Narcotic___ Other___

18. ABNORMAL BEHAVIOR DIRECTED TOWARD: Self___ Objects___ Others___

19. AFFECT

	Slightly	Moderately	Markedly
Normal	___	___	___
Anxious	___	___	___
Perplexed	___	___	___
Hostile	___	___	___
Frightened	___	___	___
Depressed	___	___	___
Euphoric	___	___	___
Incongruous	___	___	___

Clinical Evaluation, contd.

19. Affect, contd.	Slightly	Moderately	Markedly
Flattened	____	____	____
Excited	____	____	____
Pessimism about future	____	____	____
Self-reproach	____	____	____
Narrowed interests	____	____	____
Indecision	____	____	____
Feelings of guilt	____	____	____
Suicidal preoccupations	____	____	____

20. SELF CONCERN - psychophysiological

Concern with health	None___	Mild___	Moderate___	Marked___
Headache	____	____	____	
Skin disorder	____	____	____	
Musculo-skeletal disorder	____	____	____	
Cardiovascular	____	____	____	
Respiratory disorder	____	____	____	
Gastro-intestinal	____	____	____	
Genito-urinary	____	____	____	

21. QUALITY OF SPEECH AND THOUGHT

Voice: Very loud___ Shouts___ Screams___ Monotonous___ Whining___
Overly dramatic___ Very soft___

Rate: Very slow___ Slow__ Average___ Fast___ Very fast___

Productivity: Markedly reduced___ Reduced___ Average___ Increased___
Markedly increased___

	None	Slight	Mild	Moderate	Marked
Incoherence	____	____	____	____	____
Irrelevance	____	____	____	____	____
Evasiveness	____	____	____	____	____
Blocking	____	____	____	____	____
Circumstantiality		____	____	____	____
Loosening of associations		____	____	____	____
Obscurity		____	____	____	____
Concreteness		____	____	____	____

Echolalia___ Clang associations___ Neologisms___ Flight of ideas___
Excessive profanity___ Plays on words___ Perseveration___
Unintelligible muttering___ Suggestive of neurological disorder___

Clinical Evaluation, contd.

22. CONTENT OF SPEECH AND THOUGHT

	Unknown	None	Slight	Mild	Mod.	Marked
Grandiosity	____	____	____	____	____	____
Suicidal ideation	____	____	____	____	____	____
Ideas of reference	____	____	____	____	____	____
Bizarre thoughts	____	____	____	____	____	____
Phobia(s)	____	____	____	____	____	____
Compulsion(s)	____	____	____	____	____	____
Obsession(s)	____	____	____	____	____	____
Guilt			____	____	____	____
Alienation			____	____	____	____
Pessimism			____	____	____	____
Distrustfulness			____	____	____	____
Self pity			____	____	____	____
Inadequacy			____	____	____	____
Diminished interest			____	____	____	____
Indecisiveness			____	____	____	____
Isolation			____	____	____	____
Helplessness			____	____	____	____
Failure			____	____	____	____
Loss			____	____	____	____
Self derogatory			____	____	____	____
Resentful of others			____	____	____	____
Death			____	____	____	____
Loss of control			____	____	____	____
Persecutory delusions			____	____	____	____
Somatic delusions			____	____	____	____
Delusions of grandeur			____	____	____	____
Religious delusions			____	____	____	____
Delusions of guilt			____	____	____	____
Nihilistic delusions			____	____	____	____

Delusions: Absent___ Unknown___ Suspected___ Likely___ Definite___
Harm: Being harmed by others___ Doing harm to others___
Sexual symptoms: Frigidity___ Homosexual impulses___
Potency disturbance___ Fears of homosexuality___
Influence of delusion on behavior: Very little___ Considerable___ Marked___

23. SOMATIC FUNCTIONING AND CONCERN

Appetite: Very poor___ Poor___ Normal___ Excessive___ Very excessive___
Requires urging to eat___ Requires help to eat___

Clinical Evaluation, contd.

23. Somatic Functioning and Concern, contd.

Energy level: Very low___ Low___ Normal___ Very energetic___
Extremely energetic___ Sleeps excessively___
Feels little need for sleep___

Change in sexual interest or activity: Marked decrease___ Slight decrease___
Slight increase___ Marked increase___

Insomnia: None___ Slight___ Mild___ Moderate___ Marked___
Difficulty falling asleep___ Early morning awakening___
Awakening during night___

Incontinence: Occasionally___ Often___ Very often___ Most of time___

Seizures (this week): One___ Several___ Daily___ Several per day___

Severe sensory impairment (organic): Visual___ Hearing___

Conversion reaction: Suspected___ Likely___ Definite___

Type: Hearing loss___ Visual defect___ Paralysis___ Anesthesia___
Paresthesia___ Abnormal movements___ Pain___

Psychophysiologic reactions: Type________________ Upset stomach___
Diarrhea___ Constipation___ Palpitations___ Headache___ Backache___
Sweating___ Urinary frequency___ Itching___

Unwarranted concern with physical health: None___ Slight___ Mild___
Mod.___ Marked___

24. PERCEPTION

Hallucinations: Absent___ Unknown___ Suspected___ Likely___ Definite___

	Slight	Mild	Mod.	Marked	
Visual	___	___	___	___	Unformed___ Formed____
Auditory	___	___	___	___	Voices___ Noises___
Olfactory	___	___	___	___	
Gustatory	___	___	___	___	
Tactile	___	___	___	___	
Visceral	___	___	___	___	

25. COGNITION - thought process	Mild	Moderate	Marked
Normal____			
Acceleration	___	___	___
Retardation	___	___	___
Obsessive-ruminative	___	___	___
Blocking	___	___	___
Disordered Conceptualization	___	___	___
Disorganization	___	___	___
Loose associations	___	___	___
Content included persecutory delusions	___	___	___

Clinical Evaluation, contd.

25. Cognition, contd.	Mild	Moderate	Marked
Passivity experiences	____	____	____
Hypochondriacal delusions	____	____	____
Nihilistic delusions	____	____	____
Grandiose delusions	____	____	____
Religious delusions	____	____	____
Delusions of spouse infidelity	____	____	____
Sexual delusions	____	____	____
Self derogatory delusions	____	____	____

26. SENSORIUM: Clear____

Clouding of consciousness	____	____	____
Fluctuant	____	____	____
Continuous	____	____	____
Episodic	____	____	____

27. ORIENTATION: Normal____ Not testable____

Disorientation: for time	____	____	____
for place	____	____	____
for person	____	____	____

28. ATTENTION

Attention/concentration: Adequate___ Mildly impaired___
Moderately impaired___ Markedly impaired___

Abstract reasoning: Adequate___ Mildly impaired___ Moderately impaired___
Markedly impaired____

29. MEMORY: Not testable___ Normal___ Mildly impaired___ Moderately impaired___
Markedly impaired___

	Mild	Moderate	Marked
Circumscribed impairment for recent events	____	____	____
Circumscribed impairment for remote events	____	____	____

30. INTELLIGENCE: Not testable___ Average___ Above average___
Below average___ Subnormal___ Severely subnormal___

Clinical Evaluation, contd.

31. SEXUAL MALADAPTATION: Normal___

	Mild	Moderate	Marked
Sexual assault	___	___	___
Sadism	___	___	___
Masochism	___	___	___
Fetishism	___	___	___
Transvestism	___	___	___
Voyeurism	___	___	___
Promiscuity	___	___	___
Homosexuality	___	___	___
Mutilation	___	___	___

32. SELF APPRAISAL Adequate___

	Mildly	Moderately	Markedly
Timid	___	___	___
Grandiose	___	___	___
Unrealistic	___	___	___
Inferiority feeling	___	___	___
Inadequacy feeling	___	___	___

33. JUDGEMENT

	Very Good	Good	Fair	Poor	Very Poor
Family relations	___	___	___	___	___
Other social relations	___	___	___	___	___
Employment	___	___	___	___	___
Future plans	___	___	___	___	___

34. POTENTIAL FOR SUICIDE OR VIOLENCE

	Unsure	Not significant	Low	Moderate	High	Very high
Suicide	___	___	___	___	___	___
Physical violence	___	___	___	___	___	___

35. INSIGHT AND ATTITUDE TOWARD ILLNESS

Recognition that she/he is ill: Very good___ Good___ Fair___ Little___ None___ Not applicable___ Unknown___ Says physically ill only___

Motivation for working on problem: Very good___ Good___ Fair___ Little___ None___ Not applicable___ Unknown___

Awareness of his contribution to difficulties: Very good___ Good___ Fair___ Little___ None___ Not applicable___ Unknown___ Blames others___ Blames circumstances___

36. OVERALL SEVERITY OF IMPAIRMENT: Not ill___ Slight___ Mild___ Moderate___ Marked___ Severe___

Clinical Evaluation, contd.

37. DIAGNOSIS:

38. RECOMMENDATIONS:

39. COMMENTS:

Clinical Evaluation, contd.

Testing of Sensorium and Intellectual Function

1. Orientation

Most often the observer can tell, from the individual's spontaneous remarks, whether or not he or she is oriented to time, place and person. However, if the observer questions the person specifically on these points, the observer is often surprised to find that the individual is not as well oriented as the observer had thought.

2. Memory

If one is not certain from the individual's previous conversation whether, or to what extent, his/her memory is impaired, the observer should ask specific questions.

a. Remote Memory - To determine memory of the remote past, ask such things as dates of birth, graduation, marriage, former addresses, names of children, friends, employers, and so forth.

b. Recent Memory - To determine recent memory, inquire about the events of the preceding hours or days, how she/he arrived in hospital, what constituted preceding meal, recent events, and so forth.

c. Immediate Memory - This is tested by asking the person to repeat after you a series of numbers starting with three digits and progressing to seven or more, until failure with two sets of a certain number of digits. Then repeat this with the patient reversing the digits. Record the maximum number of digits repeated forwards and backwards.

d. Recall - At this point in the exam give the individual three items to recall (e.g., a color, object, number). Tell him/her you will ask for them at the end of the exam.

3. Arithmetic

a. Serial Sevens

Ask the patient to subtract seven from 100 and seven from that result, serially. If he had difficulty, do the same with 3 from 20.

100-93-86-79-65-58-51-44-37-30-23-16-9
14-21-28-35-42-49-56-63-70-77-84-91-98

b. Simple Calculations

The following are some examples. Presentation may be oral or visual. Solutions must be "done in the head."

Clinical Evaluation, contd.

1. How many men are 7 men and 4 men?
2. A woman 21 miles from home drives 5 miles toward home. How far is she from home then?
3. How many oranges would it take to make 8 dozen?
4. If you had 48 acres of land, how many 6 acre pieces would they make?
5. A thermometer that reads 61 degrees goes up 8 degrees and then drops 2 degrees. What does it read then?
6. Each of 6 people get an even share of 114 dollars. How many dollars will each person get?
7. Two pounds of tomatoes cost 15 cents. How many pounds could you get for 75 cents?
8. Three people can paint a house in 8 days. How long should it take 2 persons to do it?
9. At 40 miles an hour, how long would it take a car to go 12 miles?
10. Three people can clear a blocked road in 35 minutes. How few could clear it in 14 minutes or less?

4. Information (examples)

Select questions, forming two overlapping scales of eight items each. Present orally, beginning with the middle group, then give either first group or last group.

1. Name some vegetables.
2. What is the largest river in the United States?
3. Why did the Pilgrims come to this country?
4. For how many years is the President of the United States elected?
5. What three things do most plants need in order to live?
6. Name some insects.
7. What is a civil war?
8. How is it that newspapers can be sold for less than the cost of printing?
9. What is the freezing point of water?
10. What is the usual economical result of the over-production of any commodity?
11. What is the function of respiration?
12. What is a referendum in government?

Clinical Evaluation, contd.

5. Comprehension

a. Comparisons (examples)

Say, "In what way are ______ and______ alike, and how are they different?"

bread	house	fork	pencil	room	watch	axe	day
cake	barn	knife	pen	porch	clock	saw	night

work	yesterday	wagon	misery	ambition
play	tomorrow	truck	poverty	success

b. Proverbs (examples)

1. Don't count your chickens before they are hatched.
2. No use crying over spilt milk.
3. A barking dog never bites.
4. The wheel that does the squeaking is the wheel that gets the grease.
5. Who pays the piper, calls the tune.
6. As the twig is bent, so is the tree inclined.
7. You catch more flies with honey than with vinegar.
8. The restless sleeper blames the couch.
9. The tongue is the enemy of the neck.
10. A golden hammer breaks an iron door.

c. Judgment (examples)

Say, "What should you do if __________________________"

1. Your young son is arrested for speeding in your car?
2. You have no good overcoat for the winter and have no money to buy one?
3. You are alone in the house and the window curtains in one room catch on fire?
4. You believe your child has a bad case of flu?
5. You come home very late on a cold night and find that you have lost your door key, and all the doors and windows are locked?
6. You had a bad headache for three days?
7. You found a wallet with no money in it, but containing important looking papers?
8. You were walking along a road and an automobile splashed mud on your best clothes?
9. You were eating in a restaurant and found a fly in your soup?
10. You have just inherited $5,000.

6. INSIGHT

Why are you having this examination?

EMPLOYER'S RATING OF WORK PERFORMANCE

Suggested ways to use the "Employer's Rating of Work Performance"

1. **Vocational rehabilitation counselors** could ask cooperating employers to use the rating form to provide feedback to the client/employee with learning disabilities.
2. **Vocational rehabilitation counselors** could use the data obtained through this form to amend the individual's Individualized Written Rehabilitation Plan (IWRP) in order to address skill training needs indicated by that data.
3. **Vocational rehabilitation counselors, special educators, or other job placement training professionals** could use it in work experience settings to provide concrete feedback to students or clients.
4. **Vocational rehabilitation counselors, special educators, or other employment training professionals** could use the data on those rated in order to advocate for or establish a training program to meet their needs.
5. **Educators** could use the form in lab or on the job training settings to provide concrete feedback to students or trainees.
6. **Special educators** could use the information provided on individuals to develop or modify that person's Individualized Educational Program (IEP) or Individualized Written Rehabilitation Plan (IWRP).

EMPLOYER'S RATING OF WORK PERFORMANCE

Developed by: State of Wisconsin, Department of Health and Social Services, Division of Vocational Rehabilitation, 517 Walker Ave., Eau Claire, WI 54701

Contributed by: Rick Walker, VR Counselor, Eau Claire VR Office

Return by: ______________

Client's Name ____________________________________ Job Title ____________________

Client's Social Security No. ____________________________

Employer's Name: __________________________________ Address ____________________

Date client started: __________ Date client completed __________ Time spent on job __________

Reason for termination (if applicable) ____

Supervisor ____

1. Dependability

Regular, on time, notifies in advance when unavoidably absent.

Very reliable __________ Usually reliable ________ Unreliable ________

Comments ____

2. Cooperation

Does this individual dress neatly and appropriately for the position?

Very neat and appropriate ________ Moderately satisfactory ________ Poor ________

Comments ____

3. Public Relations

Meets people well and demonstrates good personal relations.

Very satisfactory ________ Moderately satisfactory ________ Poor ________

Comments ____

4. Ability to Learn

Does this individual evidence ability to learn this kind of work?

Very quick to learn _____ Learns readily _____ Rather slow _____ Very slow _____

Comments ____

Employer's Rating of Work Performance, contd.

5. **Initiative**

Does this individual exhibit initiative? Does work without being told?

Makes good suggestions ______ Occasional initiative _______

Needs constant direction ______

Comments ____

6. **Accuracy**

Is this individual accurate in his/her work?

Very few errors____ Occassional errors____ Often careless____ Very careless____

Comments ____

7. Would you recommend that this individual continue toward this type of occupation? _______

8. Would you consider this individual for permanent employment if a position was open? _____

9. What do you like about him/her most? ______________________________

10. What are his/her special weaknesses? ______________________________

11. How can the school help this person be a better employee? ______________________

____

Further Comments

______________________________ ____________

Employer's Signature Date

ETHICAL STANDARDS

Suggested ways to use "Ethical Standards"

1. **Vocational rehabilitation counselors** should consider these standards in the assessment process of individual clients. These standards should be given to professional testing personnel contracted to conduct client testing. These standards can have a positive impact on the development of the IWRP in the area of test interpretation and program development for the learning disabled client.
2. It would be appropriate that **special** and **vocational educators** and **parents** be aware of these Ethical Standards.

ETHICAL STANDARDS

Reprinted from: California Community Colleges. (1988). Program Development and Management Manual: California Assessment System for Adults with Learning Disabilities. Chancellor's Office, Student Services and Special Programs Division, 1107 9th St., Sacramento, CA 95814. Reprinted with permission.

What practices are to be followed to ensure ethical application of the California Assessment System?

Among the ethical standards that apply to the practice of psychoeducational assessment are the *Ethical Principles for Psychologists* (APA, 1981) and the *Standards for Educational and Psychological Tests* (APA, 1985). Tests are useful tools only when used in an ethical manner. Consequently, the examiner has a responsibility to understand the ethical implications of assessing students who apply for LD services. Professionals assessing LD students have the responsibility to:

1. Ensure that LD eligibility assessments are conducted to *broaden*, not limit, student access to the educational resources of the community college, regardless of race, sex, color, religion, disability, or national origin.

2. Conduct assessments in a manner that protects the integrity and welfare of referred students, as individuals who are capable of learning, given the appropriate educational opportunities.

3. Consider the profound effects their recommendations may have on the lives of referred students.

4. Fully inform the student about the purpose for testing, the kinds of tests to be administered, and how the test results will be used.

5. Explain the test results, consequences, and recommendations to the student.

6. Work toward maintreaming LD students in every aspect of the community college program whenever possible.

7. Be aware of test biases against minority group members and others, which may invalidate the results of the testing.

8. Ensure that the permission for testing is made on a fully informed and voluntary basis.

9. Protect the confidentiality of the information obtained in the course of the assessment.

10. Carefully check the reliability and validity of test results before using those tests to make educational decisions.

Ethical Standards, contd.

11. Consider the testing conditions when judging the reliability and validity of test results.

12. Adhere to standardized test format, mode of administration, instructions, language, and content.

13. Maintain the security of test materials and ensure their appropriate use by qualified staff.

14. Make provisions for storing and disposing of records.

15. Report any reservations regarding validity or reliability of results based on testing circumstances or inappropriateness of the test norms for the person tested.

16. Ensure that the highest ethical standards are applied to research: informed consent, confidentiality of individual results, and accurate reporting of results to the research participants.

17. Consider alternate explanations for test results before accepting test scores as an accurate reflection of the student's knowledge, skills, and abilities.

18. Never use test scores to justify an educational decision that has been based largely on another factor.

19. Base educational decisions on multiple measures, using multiple sources of test information.

20. Recognize the limitations of their own competencies as examiners and administer only those tests they are qualified to administer and interpret.

21. Work cooperatively with other professionals to promote student growth and achievement.

FUNCTIONAL SKILLS INVENTORY

Suggested ways to use the "Functional Skills Inventory"

1. For clients in status 02, **Vocational Rehabilitation** could ask assessment personnel to complete this inventory. The form should be used only for program development, NOT eligibility determination.

2. **Vocational rehabilitation counselors** could use this inventory to obtain information on an individual's functional skills before or during status 02. The form should be used only for program development, NOT eligibility determination.

3. Secondary level **special educators** could complete this inventory on each student referred to Vocational Rehabilitation for services.

4. Secondary level **special educators** could complete this inventory only for those students accepted as vocational rehabilitation clients.

5. **Vocational evaluators** could use the inventory as part of the assessment process.

6. **Parents** could use the inventory to help them suggest training needs to be addressed in their child's Individualized Educational Program (IEP), Individualized Written Rehabilitation Plan (IWRP) or Individual Transition Plan (ITP).

FUNCTIONAL SKILLS INVENTORY

Developed by: Wisconsin Division of Vocational Rehabilitation Counselors, WI Association of Children and Adults with Learning Disabilities staff, and Vocational Studies Center (Univ. of WI-Madison) staff as part of the project entitled "Best Practices: Successful Vocational Rehabilitation of Persons with Learning Disabilities," December, 1988.

Name of Person Being Rated ________________________________ Date ____________

Rater ______________________ Address ____________________ Phone# __________

INDEPENDENCE

1. Will need parental support to arrange and complete interviews with DVR Counselor.
   yes _____ no ______

2. Follows a schedule if someone else prepares it. yes ______ no ______

3. Prepares and follows own schedule. yes ______ no ______

4. Can tell time to the minute. yes ______ no _____

5. Meets new people easily. yes ______ no ______
   If "no", please explain: ____

6. Accurately states his/her:
   - Social security number yes ______ no _____
   - Phone number yes ______ no _____
   - Complete mailing address yes ______ no _____

READING

7. Can read, understand and interpret a single sentence statement or question.
   yes ______ no ______

8. Can read, understand and interpret a paragraph length statement or question.
   yes ______ no ______

9. Can read, understand and carry out instructions that are:
   - Typed yes ______ no ______
   - Handwritten yes ______ no ______
   - In list form yes ______ no ______
   - In paragraph form yes ______ no ______

Functional Skills Inventory, contd.

10. Can read and understand a job application. yes _____ no ______

11. Can read and understand newspaper articles. yes _____ no ______

12. Summarize this individual's reading skills. Be specific in relation to the individual's career goals and expected achievement in postsecondary education and/or job performance.

____

____

MATH

13. Counts to 100 accurately. yes ______ no ______

14. Performs the following accurately 99-100% of the time:
    - Adding whole numbers yes______ no ______
    - Adding fractions yes______ no ______
    - Subtracting whole numbers yes______ no ______
    - Subtracting fractions yes______ no ______
    - Uses a pocket calculator correctly yes______ no ______

15. Can make correct change for purchases under $20.00. yes______ no ______

16. Summarize this individual's math skills. Be specific in relation to the individual's career goals and expected achievement in postsecondary education and/or job performance.

____

____

WRITING

17. Accurately writes his/her:
    - social security number yes______ no ______
    - phone number yes.______ no ______
    - complete mailing address yes______ no ______

18. Can correctly fill in an application for a job, a school, or a training program.
yes______ no ______

19. Has prepared a complete resume. yes______ no _____

20. Summarize this individual's writing skills. Be specific in relation to the individual's career goals and expected achievement in postsecondary education and/or job performance.

____

____

PHYSICAL COORDINATION/ORIENTATION

21. Has this person been observed to have any physical coordination problems?
yes______ no ______

Describe how this might limit the individual's employment possibilities.

____

____

22. Has this person been observed to have any directionality problems?

Not observed ______ no problems ______ yes ______

The problems are: ____________________________________

____

HEALTH/HYGIENE

23. Practices good grooming and hygiene. yes______ no______

24. Implements good health practices:

- Balanced diet	yes______	no ______
- Exercise	yes______	no ______
- Medical checkups	yes______	no ______
- Dental checkups	yes______	no ______

25. Missed more than four days of school per year. yes______ no _____

26. If yes, why? ____

____

TRAVEL

27. Uses public transportation. yes______ no ______
If yes, describe type(s) used ________________________________

Functional Skills Inventory, contd.

28. Possesses valid driver's license. yes______ no_______

29. Knows route to:
    - Place of work yes______ no ______
    - DVR office yes______ no ______
    - Grocery store yes______ no ______
    - Bank yes______ no ______
    - Laundromat yes______ no ______

30. Can determine routes to new locations without assistance. yes______ no ______

31. Can follow verbal directions to a new location. yes______ no ______

32. Can follow written directions to a new location. yes______ no ______

33. Must be "walked through" route to a new location in order to learn it.
yes______ no ______

EMPLOYMENT

34. Can use telephone directory to obtain addresses and phone numbers of potential employers and social service agencies. yes______ no ______

35. Will need assistance and encouragement to arrange and complete successful job interviews.
yes______ no ______

36. Determines appropriate time to arrive at work or other scheduled events (not too early nor too late). yes______ no_______

37. Once at work, finds own work station. yes______ no ______

38. Asks questions of supervisor if he/she does not understand work assignment.
yes______ no ______

39. How does person react to changes in work assignment?

____

____

40. Learns and follows safety procedures. yes______ no ______

41. Can read and understand technical manuals. yes _____ no ______
Example:____

Functional Skills Inventory, contd.

42. Understands that work can result in earning money. yes______ no______

43.What does this individual do if assigned work is finished? ______________________________

____

44. If work is completed ahead of schedule, uses unassigned work time appropriately?
yes______ no ______

45. Works cooperatively in a group of three or more. yes______ no ______

46. Works appropriately alone. yes______ no _____

47. Behaves appropriately during work breaks. yes______ no _____

48. Behaves appropriately during lunch breaks. yes______ no _____

49. Handles criticism from fellow workers appropriately. yes______ no ______

50. Handles teasing from fellow workers appropriately. yes______ no ______

51. List the work history of this individual, and state how he/she obtained these jobs.
Jobs performed in the school setting ____

____

Jobs performed in the community ____

____

52. Can accurately describe verbally what he/she did on these jobs.
yes______ no ______

53. Can accurately describe in writing what he/she did on these jobs (e.g., when asked to fill out a job application). yes______ no ______

OTHER SKILLS

54. Understands and follows three-step verbal directions. yes______ no ______

55. Can explain how he/she learns best. yes______ no ______

56. List other skills that this individual has (e.g., musical,athletic).

____

LEARNING STYLE/STRATEGIES

57. Needs "extra" time to answer questions
    - Verbally yes______ no ______
    - In writing yes______ no ______

58. Gets distracted by sounds (eg. people talking). yes______ no ______

59. Gets distracted by visual stimuli not related to the task at hand (e.g., people, birds).
yes______ no ______

60. What approaches works best if this person needs to learn/practice a new skill that involves eye/hand/body coordination?

61. What approaches work best when teaching this person information that he or she does not know?

62. What approaches do not work well or at all in attempting to teach this person something he or she does not know?

63. Describe this individual's attitudes and abilities in regard to his/her career choice. Include work habits, initiative, teacher comments, etc.

PERSONAL STATEMENT

64. Attach a paragraph written by this individual that tells: a) why he/she is seeking DVR assistance, b) describes his/her career objectives, and c) indicates why he/she feels that he/she will be successful in that career.

INFORMATION TO INCLUDE IN YOUR PERSONAL TRANSITION FILE AS YOU PREPARE TO LEAVE HIGH SCHOOL

Suggested ways to use "Information to Include in Your Personal Transition File..."

1. **Rehabilitation counselors** could encourage both secondary schools and learning disabled young adults to use this or similar forms to develop an accurate, up to date profile of each individual who will be referred to VR for services. The counselor could use the information on this form when working with clients in statuses 02, 10, or 18.

2. **Special educators** can use it as an organizational tool. Much of the information collected and observed over the years in school is lost or ignored after the person leaves the building. Developing a Personal Transition File on each student will help pursue employment or post-secondary education.

3. **Parents** of high school students or **high school students** themselves could sit down with one or more teachers and the guidance counselor and obtain the information outlined on this form. If one particular teacher understands the student better than others, have him or her help collect the information. Get complete details on activities the student has participated in or those which have been most helpful. Know the names of any testing tools which have been used and get copies of the results. These results may be useful to staff in post-secondary training programs. The information recommended in this outline may not seem important now, but may be useful in the future.

4. If you are a **learning disabled adult**, you could contact your high school and see if the school has maintained any files from the year you graduated. You may need to sign a release and pay for any copying needed. If there are no files available, fill in all the information that you can regarding what you are doing now, jobs you have held, what you remember about school, and so forth. Have your parents provide any information they can about your study habits, how you learned things, and so forth. If you are involved with vocational rehabilitation services, you may have been tested. Request copies of the test results. Ask your counselor to review them with you and, if necessary, provide a written explanation of the results.

By developing a written file of information, you don't need to guess at information, or realize later that you forgot to share a very important piece of information with an employer or counselor.

Most importantly, this file helps you to ORGANIZE, PLAN, REDUCE YOUR FRUSTRATION, AVOID REPETITIONS OF TESTING, AND SAVE TIME!

INFORMATION TO INCLUDE IN YOUR PERSONAL TRANSITION FILE AS YOU PREPARE TO LEAVE HIGH SCHOOL

Reprinted from: Unlocking the doors: Making the transition from secondary to postsecondary education. Published by the Association on Handicapped Student Service Programs in Postsecondary Education, P.O. Box 21192, Columbus, OH 43221. 1987. Reprinted with permission of AHSSPPE.

As you prepare to graduate from high school and consider enrolling in a postsecondary institution now or in the future, there is information you should be gathering which will be of tremendous value to you and to instructors and other staff in the postsecondary setting. Start your own "Personal Transition File" and include as much information as possible about the information detailed below (Verification, Testing/Assessment Scores, Writing Sample and Confidential Background Information) should be sent to the person who is assisting students with learning disabilities at the postsecondary school. DO NOT MAIL THIS INFORMATION TO THE ADMISSIONS OFFICE. Sending the information to the admissions office may result in a delay, or the person who can help you with accommodations may never receive it! Mail copies of information **as early as possible** to help plan for your attendance at that school. The following four types of information should be included:

1. Verification

   In order for you to receive help, verification of a learning disability is necessary. Get a copy of your Individual Education Plan (IEP) from your high school. If an IEP is not available, get a letter verifying your learning disability from school personnel, a medical source, or an outside agency.

2. Testing or Assessment Scores

   These scores are helpful if they are available. Some test scores included could be:

   a. current or last available reading test;
   b. current or last available spelling test;
   c. current or last available mathematics test;
   d. most recent psychological or ability test.

3. Writing Sample

   It would be helpful to have a writing sample from you in your own handwriting that HAS NOT BEEN CORRECTED and has been produced without assistance. This writing sample is not judged for its quality or accuracy, but is used only to provide a basis for arranging appropriate writing support services at the postsecondary school. The writing sample could be a two paragraph essay on any subject. For example:

a. Describe the room in which you are sitting.
b. Write a description of your favorite pet, friend, or family member.
c. Discuss your reasons for choosing to pursue a postsecondary education.

4. Confidential Background Information

The CONFIDENTIAL BACKGROUND INFORMATION form found on the following pages provides additional helpful information in planning for your needs in the post-secondary setting. Photocopy it, fill it out and include it in your file to be mailed along with the other materials at the appropriate time and to the appropriate person.

Information to Include in Your Personal Transition File..., contd.

CONFIDENTIAL BACKGROUND INFORMATION

NAME ____

ADDRESS ____

CITY ______________________ STATE ______ ZIP ___________

PHONE ____________________

1. Where did you graduate from high school? _______________ When? _______________
   Did you receive support services because you had a learning disability? _______________

2. What help did you receive during your senior year in high school (for example, proofreading, tutoring, notetaking, taped textbooks, testing help)? Please describe:

3. What help did you receive during elementary, junior high or senior high (for example, extra reading help, English help, notetaking, testing help, tutoring)? Please describe:

4. If you have received any service or help from a source other than school, please describe this help:

5. List different jobs you have held:

6. Are you working now? _____________
   If yes, how many hours will you work each week while you are going to school?

7. Which high school courses were easy for you?

8. Which were your favorite courses?

9. Which courses were difficult for you?

10. Which courses didn't you like?

Information to Include in Your Personal Transition File..., contd.

11. Is it easier to remember information that the teacher discusses in class or information that you read from the textbook?

12. Is correct spelling difficult for you?

13. How well can you do written assignments?

14. What are your strengths in school?

15. What are the things in school that are difficult for you?

Information to Include in Your Personal Transition File..., contd.

PERSONAL SELF-AWARENESS CHECKLIST

This is for you to fill out for your own information. Keep in mind that your answers to these questions may change. It is NOT necessary to share this with anyone. However, this personal information should be considered in planning your education. It can be very helpful if you feel comfortable sharing the information with the person helping you with your educational plan. These factors influence your educational success. You may want to consult a parent, friend, or teacher to help answer some of these items. You may find it interesting to make a copy of this form as ask someone else to fill it out with you in mind, then compare THEIR answers with your own perceptions of how you function.

BEHAVIOR

	Usually	Seldom
1. Follow a schedule		
2. Ask good questions		
3. Give good answers		
4. Repeat questions		
5. Organize well		
6. Keep track of time		
7. Seek help:		
a. from appropriate person		
b. at right time		
c. when necessary		
8. Sit for long periods of time		

LEARNING ACTIVITIES

	Usually	Seldom
1. Concentrate in a noisy room		
2. Put off studying		
3. Follow written directions		
4. Follow spoken directions		

Information to Include in Your Personal Transition File..., contd.

	Usually	Seldom
5. Listen well	________	________
6. Write well	________	________
7. Read well	________	________
8. Comprehend reading material	________	________
9. Know addition, subtraction, multiplication, division	________	________
10. Know fractions	________	________
11. Know decimals	________	________
12. Know percentages	________	________
13. Take tests well	________	________
14. Complete assignments on time	________	________
15. Memorize information	________	________
16. Know what to study	________	________
17. Take notes well	________	________
18. Pay attention in class	________	________

INTERPERSONAL RELATIONS

1. Spend most time alone	________	________
2. Spend most time in groups	________	________
3. Relate to teachers well	________	________
4. Understand rules/requirements	________	________
5. Is self-confident	________	________
6. Has common sense	________	________

Information to Include in Your Personal Transition File..., contd.

	Usually	Seldom
7. Is easily distracted		
8. Makes friends easily		

Other Factors to Consider

1. Medical needs such as medication or dietary requirements:

2. Number of hours of employment whle attending school:

3. Family responsibilities:

4. Athletic/team commitments:

5. Previous record of class attendance and/or tardiness:

6. Educational goal:

7. Commitment/motivation for educational goal:

ISSUES TO ADDRESS WHEN INFORMING A LEARNING DISABLED PERSON OF TEST RESULTS

Suggested ways to use "Issues to Address..."

1. **Vocational rehabilitation counselors** can use these suggestions when informing their clients of test results.
2. **Vocational rehabilitation counselors** could give this form to psychologists and others who have tested clients and who will be informing the clients of test results.
3. **Special educators** could use this form in preparing learning disabled students for work and careers.
4. **Vocational evaluators** can use these techniques when counseling learning disabled students on test results.

ISSUES TO ADDRESS WHEN INFORMING A LEARNING DISABLED PERSON OF TEST RESULTS

Developed by: National Center for Learning Disabilities, Woodrow Wilson Rehabilitation Center, Box 125, WWRC, Fisherville, VA 22939. Reprinted with permission.

Learning Disabled persons in general present the informer (person interpreting the test results to the LD person) with the following concerns. These issues should be addressed by the informer.

1. The person with learning disabilities sometimes operates under the misunderstanding that the disability will end in adulthood. However, learning disabilities are a lifelong disorder. The individual will need assistance in facing this reality. This reality may be difficult for some to accept and the informer needs to be sensitive to this issue.

2. Learning disabilities are perceived as being primarily academic in nature. However, it would appear that this disability manifests itself within the demands of the institution. Once a person leaves the public school system and enters adulthood, the institution becomes the work world. The client must be assisted to gain an understanding of how his/her disability may impact his/her career option or choices.

3. Clients with language disabilities may have difficulty comprehending test results. The informer should take care to insure that the client has a clear understanding by asking the client to repeat periodically a summary of his/her understanding of the feedback.

4. The term "learned helplessness" has been used to describe the way educational systems have reinforced clients' non-participation in decision-making processes. Therefore, the informer should engage the client in a didactic interaction regarding his/her thoughts and beliefs about the test results. Gaining the client's active participation in treatment planning may help to develop self-advocating skills.

5. All clients should be asked if they have a learning disability and what kind of learning disability it is. Research and demonstration project participants were asked what it means to be learning disabled. Few of these clients understood their disability. Common answers were: "It means I'm slow"; "I have trouble in school"; or "I don't think I have a learning disability." The client must understand the manifestation of the disability in order to affect change, and compensate or remediate his or her disability.

LD BACKGROUND INFORMATION DEVELOPMENT FORM

Suggested ways to use the "LD Background Information Development Form"

1. The **vocational rehabilitation counselor** could use this form with adult clients who may have a learning disability, especially those whose initial presenting problems are not LD (e.g., corrections history, industrial injury, chemical dependency, and so forth). The suggested sequence of steps is as follows:

   a) Work with the client in a one-to-one setting. Read each item, write the client's answers, and probe for additional details/examples as much as needed in order to develop a clear understanding of each response.

   b) Send the completed form (along with all other necessary paperwork) to the psychologist, who then can use this data in selecting tests that are appropriate to the client's situation yet meet the agency's needs for relevant information.

   For maximum effectiveness, the counselor should preview this form with his/her psychologist(s) before using it as part of the referral/purchase of service process.

2. **Psychologists and other assessment professionals** could use the form to develop a more accurate understanding of their clients before assessing them.

3. **Individuals with learning disabilities and their advocates** could complete this form prior to applying for vocational rehabilitation services in order to help structure the process as effectively as possible.

LD BACKGROUND INFORMATION DEVELOPMENT FORM

Developed by: Diane Prellwitz, VR Counselor, Division of Vocational Rehabilitation, 600 Williamson St., Suite F, Madison, WI 53703; and Tim Schultz, Ph.D., Psychologist

Contributed by: Ken Asher, VR Counselor, Division of Vocational Rehabilitation, 5005 University Ave., Suite 2, Madison, WI 53705

Directions

Please read these questions to your client and request that they answer with as much detail as possible. Please write their responses neatly. This information will facilitate a screening evaluation to explore eligibility for services.

Background Information

Name__________________________________ Sex_____ DOB_____ Age_____

Address________________________________ State_____ Zip__________

Telephone______________________________ Office______________

Marital Status__________ Age of Spouse______ Education of Spouse__________

Children_____ Name____________________ Sex_____ DOB_____ Age_____

____________________ _____ _____ _____

____________________ _____ _____ _____

Number of brothers older_____ younger_____ sisters older_____ younger_____

Education

High school date of graduation or last grade completed____________________

Academic or other honors received______________________________

Overall school grade average________ Number of students in class__________

Approximate rank in class__________________

LD Background Information Development Form, contd.

Describe favorite classes (school subjects) and grades.

Describe most difficult classes (school subjects) and grades.

Describe your experience when you read.

Describe your experience when you write.

Describe your experience when listening to someone present important instructions.

Describe your experience when following written directions and instructions.

Describe in detail your experience during written examinations or tests.

Describe your experience during face-to-face interviews.

LD Background Information Development Form, contd.

Name of school(s) attended ______________________________

____

Degree(s) granted ______________________________

Year of graduation or number of semesters attended ______________________________

Cumulative grade point average____________

Special Assistance

Please indicate if you have received special assistance in school or on the job. Did you attend special education classes? Receive tutorial assistance? Benefit from special assistance taking written examinations in school or for jobs? Please be specific.

Life Experience

Military Experience? no____ yes____ Branch ______________________________

Military Occupational Speciality ______________________________

Describe your experience with military training.

Describe experiences you feel handicap you in pursuit of an education or career. Please be very specific.

LEARNING DISABILITIES HISTORY FORM

Suggested ways to use the "Learning Disabilities History Form"

Vocational rehabilitation counselors could share this form with professionals from whom the counselor purchases assessment services, and ask that they incorporate answers to those questions into their assessment report. The counselor could also use this form as a guide during face to face interviews in order to develop a profile of the client's skills and problem areas.

LEARNING DISABILITIES HISTORY FORM

Quoted from: Dr. A. J. Scott. (1980). Field investigation and evaluation of learning disabilities. Scranton: University of Scranton. Reprinted with permission.

Section I: Screening

1. Client's Name ____

2. Male____ Female____

3. Client's Age____ Marital Status____ Highest Grade Completed____

4. Does the client perceive himself/herself as having a learning problem? ____Yes ____No

5. List medical problems other than the potential learning disability.
____
____

6. Does the client have problems with the following? (Please check if there is a problem.)
____Sitting
____Walking
____Talking
____Eating
____Sleeping
____Bed wetting
____*Seizures
____*Riding a bicycle
____*Coordination
____*Allergies
____Asthma
____High Fevers
____*Hyperactivity
____*Clumsy
____*Remembering
____Playing sports
____*Ears
____*Eyes

7. Does the client have problems with the following? Record the nature of the problem.

*Reading ____
____

*Writing ____
____

*Spelling ____
____

*Math ____
____

Learning Disabilities History Form, contd.

*Listening ____
____

*Taking tests ____
____

8. Does the client have problems with the following? (Please check if there is a problem.)

____*Organizing tasks
____*Daydreaming
____Being tired
____Behavior at home
____Behavior at school
____Finishing work on time
____*Making friends
____Getting along with adults
____*Being distracted
____*Restlessness
____*Easily upset
____*Responding without thinking
____*Needing constant supervision
____Talking to others
____Being rejected by others
____Attention getting behavior
____Upsetting others
____*Needing constant encouragement
____*Low frustration tolerance
____Talking to new people
____Making decisions

* 9. Did the client receive any special help while in school (tutor, etc.)?

____Yes ____No

*10. Can the client sound out words?

____Yes ____No

*11. Has the client ever been told by a physician that he/she has a problem with his/her eyes?

____Yes ____No

*12. Has the client ever been told by a physician that he/she has a problem with his/her ears?

____Yes ____No

13. Does the client have problems with the following? (Please check if there is a problem.)

____Keeping his/her balance
____Using hand tools
____*Writing so people can read it
____*Seeing clearly
____*Drawing pictures
____Going out with friends
____Understanding others
____Getting work done
____Making money
____Reading a map
____*Remembering what was seen
____Reading a newspaper
____*Doing math

Learning Disabilities History Form, contd.

14. Based upon your observation of the client, does he/she have problems with the following? (Please check if there is a problem.)
____Disorientation
____Understanding
____*Coordination
____Organization
____*Attention
____Social Behavior
____*Concentration

15. Does the client have problems with the following? (Please check if there is a problem.)
____*Varied WAIS subtest scatter
____Impaired judgment of time
____*Late language development
____*Auditory dyslexia
____*Impaired Auditory Discrimination
____Tics
____*Visual dyslexia
____*Reversals of lettters or words
____*Poor abstract reasoning ability
____*Poor impulse control
____*Socially bold and aggressive behavior
____*Perseveration

Section 2: Case Management

1. List the client's special skills

A. ____________________

B. ____________________

C. ____________________

*2. Can the client judge distances? ____Yes ____No

*3. Can the client judge weight? ____Yes ____No

*4. Can the client concentrate on a task? ____Yes ____No

*5. What is the client's WAIS or WISC-R Verbal I.Q. score? __________

*6. What is the client's WAIS or WISC-R Performance score? __________

*7. What is the client's Full Scale I.Q. WAIS or WISC-R score? __________

*8. Does the client have a diagnosed neurological problem? If Yes, describe below.

Learning Disabilities History Form, contd.

*9. Has the client been diagnosed as psychotic or emotionally disturbed by a psychiatrist or psychologist? ____Yes ____No

*10. List a reading Achievement test score below (by grade level).
____

*11. List any Spelling Achievement test score below (by grade level).
____

*12. List any Math Achievement test score below (by grade level).
____

*13. Indicate the WAIS or WISC-R Arithmetic subtest score. __________

*14. Indicate the WAIS or WISC-R Digit Span subtest score. __________

*15. Indicate the WAIS or WISC-R Vocabulary subtest score. __________

*16. Indicate the WAIS or WISC-R Block Design subtest score. __________

*17. Indicate the WAIS or WISC-R Object Assembly subtest score. __________

*18. Has the client ever been administered a neuropsychological test battery? If Yes, please list the results below.
____
____
____

Notes:

A. Those items marked with an (*) are the most important in determining if the client's primary disability is a learning disability.

B. This history form is used by the VR/LD Specialist to determine the primary disability. Section 1 & 2 should also be employed to summarize the case after the involvement of the neuropsychologist.

C. Sections 1 & 2 should be utilized in combination with additional agency client data.

LEARNING DISABILITY CHECKLIST

Suggested ways to use the "Learning Disability Checklist"

1. **Vocational rehabilitation counselors** could use this checklist to help determine the presence of a learning disability in a client whose stated or diagnosed disability is other than a learning disability.
2. **Vocational rehabilitation counselors** could use this checklist with employers to help them understand and work with learning disabled employees.
3. **Special education teachers** could use this checklist in working with vocational or regular education teachers to increase their awareness of the problems of learning disabled students.
4. **Vocational evaluators** could use this checklist to help determine the presence of a learning disability.

LEARNING DISABILITY CHECKLIST

Developed by: Linda Donnels and Karen Franklin. George Washington University, 2121 I St., NW, Suite 401, Washington, DC 20052. Reprinted with permission.

A learning disabled person may exhibit several or many of the following behaviors:

- Demonstrates marked difficulty in reading, writing, spelling and/or using numerical concepts in contrast with average to superior skills in other areas.

- Has poorly formed handwriting - may print instead of using script; write with inconsistent slant; have difficulty with certain letters; space words unevenly.

- Has trouble listening to a lecture and taking notes at the same time.

- Is easily distracted by background noise or visual stimulation; unable to pay attention; may appear to be hurried and anxious in one-to-one meetings.

- Has trouble understanding or following directions; is easily overwhelmed by a multiplicity of directions or overstimulation; may not understand information the first time it is given and may need to have it repeated.

- Confuses similar letters such as "*b*" and "*d*," or "*p*" and "*q*"; confuses the order of letters in words repeating *was* for *saw*, *teh* for *the*; may misspell the same word several different ways in the same composition.

- Omits or adds words, particularly when reading aloud.

- Confuses similar numbers such as three and eight, or six and nine, or changes the sequence of numbers such as 14 and 41; has difficulty copying numbers accurately and working with numbers in columns.

- Exhibits an inability to stick to simple schedules; repeatedly forgets things, loses or leaves possessions, and generally seems "personally disorganized."

- Appears clumsy or poorly coordinated.

- Seems disorganized in space - confuses up and down, right and left; gets lost in buildings; is disoriented when familiar environment is rearranged.

- Seems disoriented in time - i.e. is often late to class, unusually early for appointments, or unable to finish assignments in the standard time period.

Learning Disability Checklist, contd.

- Displays excessive anxiety, anger, or depression because of the inability to cope with school or social situations.
- Misinterprets the subleties in language, tone of voice, or social situations.

MACRAFT LEARNING PROFILE

Suggested ways to use the "MACRAFT Learning Profile"

Rehabilitation counselors can use this profile to:

- obtain a preliminary indication of whether or not a client might be learning disabled;
- develop a precise and extensive list of questions to ask the psychologist/evaluator;
- use the results in developing the IWRP;
- identify vocational strengths and weaknesses for vocational planning, counseling, and exploration;
- identify learning disabilities that may be vocationally significant but are not typically identified in educational/training settings.

Special educators can use the profile to:

- help the student select more appropriate career goals;
- help determine instructional modifications that will be needed.

MACRAFT LEARNING PROFILE

Developed by: Janet Macomber, Ph.D., 301 West Oregon St., Urbana, IL 61801
(217/344-4245). Quoted with permission.

The MACRAFT Learning Profile is a self-report inventory that can be administered in less than ten minutes. The master form can be duplicated, then after client completion, mailed to the address above. No client names are used. The results are provided in about ten days. The cost is $20.00 per client.

The MACRAFT matches the results of the WAIS-R and Woodcock Johnson Psychoeducational Battery (WJPEB) above the 98% level. Because of this, the MACRAFT can provide counselors with a preview of the psychological evaluation to declare learning disabilities, and aid in developing questions to ask the psychologist/evaluator. The technical report can be sent to the evaluator with checkmarks by the learning components that are job relevant for the particular client. The evaluator can determine the severity of the learning problems.

The technical report describes where in the learning process the client has difficulty:

- reception--intake of information by the senses;
- memory--past experiences;
- process--using new and remembered information;
- expression--the activity performed.

Job counselors have stated that this type of information does not necessarily contribute to efficient client workup. For this reason a counseling report was developed. The format of the counseling report indicates the observable behaviors used on jobs. In addition, the job tasks are classified as types of learning:

- visual-motor;
- auditory-vocal;
- space-time;
- balance-coordination.

By counting the frequency of strengths and weaknesses in the modalities of learning, the counselor can determine the strongest modality for job training and performance. If job redesign is needed, the strengths are the most productive behavior areas.

The reasons for using the MACRAFT as a screening instrument are:

1. to form job relevant concepts of the client's learning problems before requesting the psychological evaluation;

2. to begin to form a notion of job possibilities to match to the client's learning strengths;

3. to provide the client with an understanding of job strengths and learning talents for a positive self-image.

The MACRAFT Learning Profile is the only instrument that can locate the learning disability in terms of the actual place in the learning channel where the problem will occur. In the author's interpretation she can compare the results with a chosen job interest and predict how closely the two interface. By using the D.O.T. job descriptions and a task analysis of each job task it is possible to describe precise job accommodations or a job redesign. The teaching style of the job training can also be described.

HOW CAN THE MACRAFT INTERFACE WITH THE VOCATIONAL REHABILITATION COUNSELOR'S CASE WORK-UP?

It depends on the questions that the counselors ask. For example:

1. Can this person be employed?

2. Does the LD form a danger to personal safety on the job?

3. Can this client be trained for a job in his or her vocationally preferred area?

4. What are this client's functional task limitations?

5. Are there health concerns that might affect employment and job functioning?
    a) stress on job speed and accuracy;
    b) laterality and posture that cramp the viscera;
    c) visual tracking and/or binocular fusion that cause headaches.

6. Can this client perform the job of ____________? (Use a job title or a D.O.T.#.) To what extent can the client perform the job, i.e., what job task modifications or job restructuring would be necessary?

7. After head injury, what are the cautions for rehabilitative learning - what LD may have existed prior to injury and will underlie rehabilitation learning?

8. Are there any relationships between family interaction difficulties (social interactions) and the LD, and/or social patterns repeating themselves at the work place ("learning to get along," "give and take")?

WHERE CAN THE MACRAFT FIT INTO THE SEQUENCE OF THE SERVICES?

MACRAFT can fit in as follows:

1. before psychoneurological or psychoeducational evaluation, in order to define learning problems to be verified by standardized testing;
2. before discussing vocational goals, in order to establish compatibility with strong learning abilities;
3. during the case work-up, in order to explain school failures and social problems;
4. before job type selection, in order to provide options for successful placement opportunities;
5. before job training, in order to indicate best training methods for accommodating for the LD;
6. before job placement, in order to predict on-the-job problems before they surface (The trainer needs to know the exact functional limitations.);
7. during personal counseling of any type, in order to determine how the LD is influencing the choices and emotional life of the client (For example, poor language interactions ruin friendships.);
8. during post-injury rehabilitation, in order to indicate post-injury abilities, then retest to indicate recovery of skills;
9. personal counseling on alcohol, drug and food abuse. Evidence indicates that certain learning problems contribute to substance abuse.

MACRAFT Learning Profile, contd.

MACRAFT LEARNING PROFILE
COUNSELING REPORT

Page 1 of 3

version 8

SUBJ. ID: 029-6287 NAME:________________ PROG:__________

DATE OF INTERVIEW: 09/24/87 LOCATION: D. D. of DeKalb, IL

KEY

LC = LEARNING COMPONENT
VM = VISUAL-MOTOR
AV = AUDITORY-VOCAL
ST = SPACE-TIME
BC = BALANCE-COORDINATION

TOTALS

	VN	AV	ST	BC
PROBLEMS				
STRENGTHS				

LC #	JOB TASK WEAKNESSES / LEARNING PROBLEMS	MODALITIES			
8	Putting sounds in order and remembering them for a short while		AV		
13	Classifying by common characteristics	VM	AV	ST	
21	Having both feet on the ground, supporting the body				BC
33	Communication with coded sounds or symbols		AV		
45	Keeping body posture				BC
46	Combining or fitting pieces into a whole object or idea	VM	AV	ST	
50	Difference between tone frequencies		AV		
69	Knowing the meaning for sounds, visual symbols, or body signals	VM	AV	ST	
72	Using maps, diagrams, or floor plans	VM		ST	
73	Identifying sound quality from different sources		AV		
88	Both eyes moving with a point which is going from side to side	VM		ST	
92	Looking around to find something	VM		ST	
93	Using objects or printed characters with an assigned meaning	VM		ST	
94	Both eyes following a point up and down	VM			

LC #	JOB TASKS STRENGTHS / LEARNING TALENTS	MODALITIES			
1	Laughing at jokes, puns, and double meanings		AV		
2	Pronouncing words		AV		
3	Hearing		AV		
4	Recognizing what is heard		AV	ST	
5	Identifying something from background sound		AV	ST	
6	Understanding what is heard by remembering having heard it before		AV	ST	
7	Putting sounds in order		AV		
9	Listening to sound series		AV		
10	Equal distribution of own weight				BC
11	Body awareness	VM			BC
12	Understanding calendar time			ST	
14	Understanding the passage of minutes and hours			ST	

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MACRAFT Learning Profile, contd.

MACRAFT LEARNING PROFILE
COUNSELING REPORT

Page 2 of 3

version 8

SUBJ. ID: 029-6287 NAME:____________________ PROG:__________

DATE OF INTERVIEW: 09/24/87 LOCATION: D. D. of DeKalb, IL

LC #	JOB TASKS STRENGTHS / LEARNING TALENTS	MODALITIES			
15	Being on time			ST	
16	Being able to see near and far away			ST	
17	Knowing directions in space	VM		ST	
18	Perceiving the length of a line between two points or places			ST	BC
19	Walking on a sloped surface				BC
20	Having both feet in the air, or on a ladder				BC
22	Standing on a sloped surface				BC
23	Fingers reach out and clasp an object	VM			BC
24	Holding objects by the finger tips	VM			BC
25	Finger tips hold an object, then let go	VM			BC
26	Making small movements of muscles in eyes, eyelids, lips, tongue, or fingers	VM	AV		BC
27	Knowing what the fingers are doing	VM	AV		
28	Feeling gravity pull				BC
29	Nerve that communicates balance to the brain				BC
30	Large muscle coordination		AV		BC
31	Large muscle movements which are remembered			ST	BC
32	Knowing what movements the large muscles make	VM		ST	BC
34	Giving meaning to communication		AV		
35	Hearing background sounds that give meaning to communication		AV		
36	Word for word repetition of language		AV		
37	Organizing language patterns		AV		
38	Knowing left from right		AV	ST	BC
39	Following a moving object from side to side	VM			BC
40	Knowing the left and right sides of the body			ST	BC
41	Understanding the passage of days, months, and years			ST	
42	Locating places on maps by directions or by number and letter codes			ST	
43	Learned experiences	VM	AV	ST	BC
44	Predicting how to move	VM		ST	BC
47	Holding using the thumb and index finger	VM			
48	Holding with the thumb and index finger, then letting go	VM			
49	Thumb and index finger touch, then separate	VM			
51	Matching identical tone patterns		AV		
52	Moving into position				BC
53	Keeping balance while reaching				BC
54	Adjusting body position to keep from falling				BC
55	Keeping balanced while relaxed				BC
56	Relation of an amount to another amount	VM		ST	
57	Remembering how far to move a muscle				BC

MACRAFT Learning Profile, contd.

MACRAFT LEARNING PROFILE
COUNSELING REPORT

SUBJ. ID: 029-6287 NAME:______________________ PROG:____________
DATE OF INTERVIEW: 09/24/87 LOCATION: D. D. of DeKalb, IL

LC #	JOB TASKS STRENGTHS / LEARNING TALENTS	MODALITIES			
58	Regular beat	VM	AV		
59	Balance sensor in the ear		AV	ST	BC
60	Combining sensations				BC
61	Sequential order	VM	AV	ST	BC
62	Events in order by clock or calendar time			ST	
63	Keeping activity constant			ST	
64	Immediate recall of words, or number sequences	VM	AV	ST	
65	Using more than one dimension to locate something			ST	BC
66	Knowing how to explain where something or some place is	VM		ST	BC
67	Judging time to get from one place to another			ST	
68	Keeping balance while standing or sitting in one place				BC
70	Knowing the feelings on the skin: pressure, temperature, or pain	VM			
71	Awareness of changes in skin sensations	VM			
74	Hearing and perceiving a melody		AV		
75	Feeling on the skin	VM			BC
76	Word order		AV		
77	A curve on an upright plane	VM			BC
78	The sense of balance				BC
79	Describing body position				BC
80	Getting the body in a balanced position				BC
81	Using the eyes	VM		ST	
82	Recognized what has been seen or described before	VM		ST	BC
83	Using the background for more information to interpret a complete context	VM		ST	
84	Both eyes looking at the same point	VM		ST	
85	Both eyes following the same point as it moves closer	VM			
86	Both eyes following the same point as it moves away	VM			
87	Using what is seen to form a concept	VM			
89	Judging how much distance exists between points	VM			BC
90	Checking by looking	VM		ST	BC
91	Aiming the eye focus	VM			BC
95	Using the voice to make sounds, or words		AV		

MACRAFT LEARNING PROFILE
REPORT

SUBJECT I.D. NUMBER: 029-6287 **NAME:**____________________

DATE TESTED: 09/24/87 **LOCATION:** D. D. of Dekalb, IL

RESULTS

LEARNING MODE	WEAK LEARNING COMPONENTS
RECEPTION	Timbre category Symbolic representation Pitch interval Muscular balance
MEMORY	Three dimensional categorical space relationships Symbolic representation Feet on ground
PROCESS	Symbolic representation Categorical relationships
EXPRESSION	Visual lateral tracking Visual vertical tracking Visual symbols Visual scanning Parts into wholes Language Auditory short term sequencing

MACRAFT Learning Profile, contd.

REPORT ANALYSIS

Subject I.D.: 029-6287 **Date:** 9/24/87

First, count the frequencies of the Learning Components (LCs) in the grid.

[The total distribution of LCs in modalities is VM = 41, AV = 32, ST = 38, BC = 42.] This gives a gross idea of learning style, and a general type of job: large muscle movement.

This person is not severely affected by LD in any one modality, but could have a processing LD that pervades all learning.

Look at the VM (visual-motor) - LCs. There are two main problems: mental operations (classification, combining parts, ideas into whole categories, meaning for symbols including maps and plans) and binocular, compatible vision (horizontal tracking, scanning, vertical tracking).

Note that mental operation problems are central neurological across three modalities, while the symbol problems affect the visual-motor and space-time modalities.

The auditory-vocal problems are receptive auditory - short term memory, and word meaning with words that sound nearly alike (LC #50).

The space-time problems result from other functional limitations. He has to slow down for his visual tracking and auditory discrimination difficulties.

The problems with classification, combining parts or ideas into wholes, is going to affect reasoning and depress those WAIS subtests, causing a lowering of full-scale score.

In considering job families, note that this person has a stationary balance problem from posture muscles. In a stationary job, tightness in the back can develop. When fatigued, this person will slump or lean on something.

Job limitations include sustained reading of lines or columns, or proofreading. Searching for a mislaid item is a problem. This person has many job strengths to apply to the main job interest areas.

Depending on the intellectual potential and schooling completed, a place on a career ladder may be located, and the client may be advised to begin lower than his goal in order to improve proficiency and develop good work habits.

This person probably will do well in a work group, if he is able to ask for help in the weak learning areas, and if the job design can be altered to remove the job tasks associated with sustained reading and listening to new instructions to incorporate into familiar tasks. "Working from diagrams" should be changed to "hands-on" instruction.

- J. Macomber , Ph.D.-

MODIFYING EVALUATION PROCEDURES FOR THE LEARNING DISABLED

Suggested ways to use "Modifying Evaluation Procedures..."

1. **Vocational rehabilitation counselors** can use this list as a guide when obtaining/purchasing postsecondary training for clients with learning disabilities.
2. **Postsecondary instructors and support staff** can use this list as a guideline when designing instructional modifications for students with learning disabilities.
3. **Individuals with learning disabilities and their advocates** can use this list of alternatives as a reference as they begin negotiating needed modifications with postsecondary instructors, support staff or other employment trainers.
4. **Other employment training professionals** can use this list as a source of ideas when developing instructional modifications for individuals with learning disabilities.
5. **Professionals responsible for staff development/inservice training** can incorporate these suggestions into their training programs.

MODIFYING EVALUATION PROCEDURES FOR THE LEARNING DISABLED

Quoted from: Anna Gajar, Ph.D. (1986). Assisting the learning disabled. University Park, PA: The Pennsylvania State University, page 26. Quoted with permission. The complete publication is available from Dr. Anna Gajar, The Pennsylvania State University, 226B Moore Bldg., University Park, PA 16802. Prepayment of $11.00 is required. Make the check or money order payable to "The Pennsylvania State University."

1. Allow untimed tests.
2. Allow a reader for students on objective exams.
3. Provide essay instead of objective exams for some.
4. Allow student to take an exam in a separate room with a proctor.
5. Allow for oral or typed exams.
6. Allow students to clarify questions and rephrase them in their own words as a comprehension check before answering exam questions.
7. Analyze the process as well as final solution, for example in math problems.
8. Allow alternative methods of demonstrating mastery or course objectives.
9. Allow students to use a multiplication table, simple calculator, and/or secretary's desk reference in examinations.
10. Avoid double negatives, unduly complex sentence structure, and questions embedded within a question in composition examination questions.
11. Provide adequate scratch paper and lined paper to aid those students with overly large handwriting and/or poor handwriting.
12. Provide an alternative to computer scored answer sheets.

NEUROPSYCHOLOGICAL EVALUATION

Suggested ways to use the "Neuropsychological Evaluation"

1. **Vocational rehabilitation counselors** could use it as an example of a neuropsychological evaluation that provides data which the counselor can use in planning services.
2. **Vocational rehabilitation counselors** could increase their knowledge of the neuropsychological evaluation process by observing an entire evaluation. This would, of course, require prior permission of both the neuropsychologist and the client to be tested.
3. **Trainers** could use this evaluation as an example when conducting sessions for professionals who perform such assessments for VR, or use such assessments in planning VR services for clients.

NEUROPSYCHOLOGICAL EVALUATION

Prepared by: Thomas Hammeke, Ph.D., Chief, Section of Neuropsychology and Associate Professor of Neurology and Psychology, Department of Neurology, Medical College of Wisconsin, , 1000 North 92nd Street, Milwaukee, WI 53226 Reprinted with permission.

Contributed by: Diane Coley, VR Counselor, Division of Vocational Rehabilitation, 120 East Capitol Drive, Milwaukee, WI 53212

THIS REPORT IS NOT TO BE RELEASED WITHOUT THE EXPRESSED WRITTEN CONSENT OF THE PATIENT OR GUARDIAN.

NEUROPSYCHOLOGICAL EVALUATION

NAME: Mike Smith*
DATE OF BIRTH: X-XX-XXXX
DATE OF EVALUATION: 4/7/88

Mr. Smith is a 19 year old, left-handed male with a long history of academic difficulties. He is referred by Ms. Diane Coley of the Division of Vocational Rehabilitation for an evaluation of possible learning disabilities and vocational recommendations. This evaluation consisted of an interview with Mike and his mother, and administration of the Revised Wechsler Adult Intelligence Scale, Rey Auditory Verbal Learning Test, Benton Visual Retention Test, Woodcock-Johnson Tests of Academic Achievement, selected measures of sensory-perceptual and motor functions, and the Conners Parent Questionnaire.

Mike's mother reports that he is the oldest of two children, the only left-handed individual in the family. He was born premature in the seventh month, weighing about 4 lbs. at birth. Developmental milestones were normal. Problems with "being hyper" and having a short attention span were noted early in life. He was also described as being "mildly" impulsive. Academic problems became apparent as early as the fourth grade. He was placed in an LD classroom in the seventh grade for generalized problems in math, reading and spelling. He dropped out of school in the eleventh grade which he describes as being a combination of relationship problems with his teachers and disinterest in school in general. Intermittently throughout high school and since he has worked as a stockboy and meat cutter in a corner grocery store. During summer months he has been involved in an LD/JVS program that involved janitorial work and some form of equipment disassembly. He expresses interest in construction and mechanics, among other manual labor jobs. He prefers not to receive any further formal education.

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*Name has been changed to protect privacy.

Neuropsychological Evaluation, contd.

Mike's mother has a college education and currently works for a local mortgage firm. His father reportedly had problems with reading, spelling and math. He dropped out of school in the eleventh grade and ultimately achieved a GED. Past medical history for Mike is unremarkable, except for hayfever and allergies to dandelions. No previous head injuries or surgeries are reported. Apart from contact with school psychologist, no psychiatric history is reported.

On examination Mike was found to be alert and oriented. Conversational speech was somewhat lacking in spontaneity, but otherwise fluent and articulate. Affect appeared mildly constricted. He denied any disturbance in affect, but admitted that he has "always had a temper" and been somewhat "snappy" when tired. Cooperation and effort on testing were adequate for reliable assessment.

Intellectual testing with the WAIS-R yielded a summary psychometric score in the low average range (Full Scale IQ = 80) with performance on measures of verbal tasks being mildly reduced relative to nonverbal tasks (Verbal IQ = 77, Performance IQ = 87). Individual subtest scores are provided below:

WAIS-R: (Subtests and Scaled Scores)

Information	5	Picture Completion	9
Digit Span	10	Picture Arrangement	10
Vocabulary	5	Block Design	8
Arithmetic	5	Object Assembly	-
Comprehension	7	Digit Symbol	8
Similarities	5		

The age-corrected subtest scores show mild scatter with average scores occuring on measures of rote (immediate) memory, logical sequencing of pictures conveying social situations and visual vigilance in detecting missing details. The poorer scores uniformly occurred on tasks that demand language skills (vocabulary, verbal abstraction, mental calculation and general fund of knowledge).

Academic achievement testing with the Woodcock-Johnson yielded the following cluster summary scores:

Woodcock-Johnson: (for age)	Standard Score (for age)	Percentile Grade Level	Approx.
Reading	70	3	3.2
Mathematics	68	1	4.8
Written Language	65	1	3.0

The summary scores indicate that academic skills are globally reduced from general intellectual abilities. When test scores are plotted by grade-norms, summary scores are even more discrepant from general intellectual skills (63, 53, 61 respectively). Closer inspection of individual subtest scores further shows a rather uniform and global reduction in all areas of academic talent.

Additional screening of cognitive functions found verbal memory skills to be moderately reduced relative to nonverbal memory skills. On a verbal learning task (word list), Mike was slow in learning the word list with repeated presentations. Spontaneous recall after forty-five minutes is moderately below expectation, while recognition memory was good. In contrast to the verbal memory, measures of nonverbal memory (geometric designs) yielded scores in the average range. Testing of motor functions found fine motor speed and grip strength to be within normal ranges bilaterally and symmetric (no dominant hand advantage was apparent). A measure of fine motor dexterity (grooved pegboard) was mildly reduced bilaterally, but symmetric. No evidence of sensory imperceptions were apparent in the tactile, auditory or visual modalities under conditions of double simultaneous stimulation. No significant difficulty in fingernosis or graphesthesia were apparent on either hand.

Mike's mother completed the Conners Behavioral Questionnaire. No significant problems in the areas of anxiety, somatic functions, conduct or general learning problems were identified. On the hyperactivity index, Mike's score was five standard deviations above the mean. A scale of impulsivity was two standard deviations above the mean.

In summary, test findings suggest an individual with low average to average intellectual abilities who shows deficiencies across the entire spectrum of academic skills (i.e., reading, spelling and math). The profile is consistent with a developmental learning disability. The academic deficiencies appear to represent a global deficit in development of language skills, including verbal learning, memory and abstraction skills. Social skills appear better developed, as are logical reasoning, visual-spatial and select clerical abilities. No gross deficiencies are noted in elementary sensory-perceptual or motor functions, though it is unclear whether Mike may represent a case of pathological left-handedness (i.e., developed left handed preference secondary to early insult to the left cerebral hemisphere). In addition to the academic deficiencies, the Conners Parent Questionnaire suggests an Attention Deficit Disorder with Hyperactivity of moderate severity with features of distractibality, impulsivity and motor restlessness. The following thoughts and recommendations are offered.

1. Because of the global language deficiency, Mike is not suited well to occupations or training programs that make heavy demands on any type of language or calculation skills. Manual labor positions at the unskilled and perhaps semi-skilled level are thought more appropriate.

2. In addition to the language restriction, the attention deficit poses additional vocational limitations. Occupations that allow for self-pacing of activities without prolonged demands on sustained concentration are more desirable. Thus, assembly-line jobs may pose difficulties for Mike, while simple assembly activities without time pressures may not. Stimulant medication may enhance attention span. However, I am reluctant to recommend a trial on stimulant medications unless there are clear indications in a

work or training setting that such is necessary in order to perform the basic elements of the task at hand.

3. Mike indicated that he has no interest in pursuing further education. I suspect even achieving his GED would pose considerable frustration for him. Should additional education be considered, this might best occur in a time-limited program (no more than a few months) which is focused on a specific trade or target skill area.

If I can provide any additional information regarding this evaluation and conclusions, do not hesitate to contact me.

Thomas A. Hammeke, Ph.D.
Chief, Section of Neuropsychology
Associate Professor of
  Neurology and Psychiatry

TAH/ls

cc: Ms. Diane Coley/DVR

SLD BEHAVIOR CHECKLIST

Suggested ways to use the "SLD Behavior Checklist"

1. **Vocational rehabilitation counselors** can use it during a face to face interview with a client in order to determine how thoroughly and how accurately the individual understands his/her learning disability, especially when comparing the client's answers to data from other sources.

2. The **vocational rehabilitation counselor** could also use this checklist as a means to determine the possible presence of learning disabilities in a client whose stated or diagnosed disability is other than LD. For clients who might have learning disabilities in addition to the presenting problem(s), the counselor can obtain a formal assessment from a source knowledgeable about learning disabilities.

3. The **special educator** could use this checklist to determine how accurately a student with learning disabilities understands his/her strengths and difficulties. The teacher can use the student's answers to help determine whether or not the individual needs additional counseling about his/her learning disabilities, and/or practice in explaining his/her strengths and difficulties effectively.

4. The **individual with learning disabilities** could use the checklist to help develop a complete functional statement of his/her strengths and difficulties. This functional description could be used when describing one's learning disabilities to persons without a technical background in learning disabilities, such as supervisors or co-workers.

5. **Other job training professionals** could use the checklist as an informal means of determining the possible presence of learning disabilities in applicants for services. If it appears that an individual may have learning disabilities, he/she should be assessed by a professional with the appropriate expertise.

SLD BEHAVIOR CHECKLIST

Developed by: Charles H. Goyette, Ph.D. and Carol Washburn, Vocational Rehabilitation Center of Allegheny County, 1323 Forbes Ave., Pittsburgh, PA 15219. Quoted with permission from the publication entitled Vocational rehabilitation of learning disabled adults, Participants manual (1984, pp. 13-14) developed as part of the Pittsburgh Collaborative SLD Research Project (VRC/ACLD/OVR).

Name ______________________________ Date ____________________

Instructions: Ask the client the following questions and have him/her state if the response is -
NO, NOT AT ALL; YES, JUST A LITTLE; YES, PRETTY MUCH; or YES, VERY MUCH
Hand the client a reminder card in order to help him/her remember the four possible answers.

QUESTIONS	Not at all	Just a little	Pretty much	Very much
AUDITORY COMPENSATION				
1. Do you have problems following spoken directions?	______	______	______	______
2. Do you have problems remembering what you heard?	______	______	______	______
SPOKEN LANGUAGE				
3. Do you have problems telling a story so that people understand?	______	______	______	______
4. Do you have problems recalling the exact word you want to use?	______	______	______	______
5. Do you have problems remembering the names of people or things?	______	______	______	______
ORIENTATION				
6. Do you lose track of time?	______	______	______	______
7. Do you have problems keeping to a schedule?	______	______	______	______
8. Do you get lost?	______	______	______	______
9. Do you have problems judging distances?	______	______	______	______
10. Do you have problems judging weights?	______	______	______	______
11. Do you have problems concentrating on your work?	______	______	______	______
MOTOR COORDINATION				
12. Do you have trouble walking?	______	______	______	______
13. Do you have trouble running?	______	______	______	______
14. Do you have trouble climbing?	______	______	______	______
15. Do you have trouble playing sports?	______	______	______	______

SLD Behavior Checklist, contd.

QUESTIONS	Not at all	Just a little	Pretty much	Very much
16. Do you have trouble keeping your balance?				
17. Do you have trouble using hand tools?				
18. Do you have trouble writing so that people can read it?				
19. Do you have trouble seeing clearly?				
20. Do you have trouble drawing pictures?				
PERSONAL/SOCIAL BEHAVIORS				
21. Do you dislike your present job?				
22. Do you have problems keeping friends?				
23. Do you avoid social functions - parties, dances, etc.?				
24. Do other people have problems understanding you?				
25. Do you have problems understanding other people?				
26. Do others have problems getting along with you?				
27. Do you have problems getting all your work done?				
28. Do you make many mistakes?				
29. Do you need help from others?				
30. Do you get upset easily?				
VISUAL COMPREHENSION				
31. Do you have problems remembering what you saw?				
32. Do you have problems reading a map?				
33. Do you have problems reading a newspaper?				
34. Do you have problems doing math?				
35. Do you have problems when someone shows you how to do something?				
36. Do you have problems using directions to put something together?				

COMMENTS:

SLD IDENTIFICATION AID

Suggested ways to use the "SLD Identification Aid"

1. **Vocational rehabilitation counselors** can use it during initial interviews with clients whose disabilities include work-related injuries, drug/alcohol problems and other factors, such as involvement with corrections, in order to determine whether or not a formal assessment for the presence of learning disabilities is necessary.

2. **Other job training professionals** can use it during intake interviews to help determine whether or not an individual may require a formal evaluation to check for the presence of learning disabilities.

SLD IDENTIFICATION AID

Developed by: Charles H. Goyette, Ph.D. and Carol Washburn, Vocational Rehabilitation Center of Allegheny County, 1323 Forbes Ave., Pittsburgh, PA 15219. Quoted with permission from the publication entitled Vocational rehabilitation of learning disabled adults. Participants manual (1984, p. 12) developed as part of the Pittsburgh Collaborative SLD Research Project (VRC/ACLD/OVR).

Name ______________________________ Date ____________

Instructions: *A good deal of information about a client is gained during the initial client interview. You should consider the possibility that the client may need to be evaluated for a learning disability if a significant number (5-8) of the following apply.*

	YES	NO
RELEVANT BACKGROUND FACTORS		
1. Complete high school.		
2. Repeated grade(s) in school.		
3. Extreme dislike of school.		
4. Recalls being in special programs.		
5. Other family members had difficulty in school.		
6. "High risk" medical factors such as difficult birth, prematurity, high fevers during infancy, head injury.		
OBSERVABLE BEHAVIORS		
7. Restless, easily distracted.		
8. Responds inappropriately to questions.		
9. Difficulty expressing thoughts and recalling names of familiar people or objects.		
10. Doesn't listen well. Needs frequent repetition.		
11. Confusion and forgetfulness about time, dates or sequences such as months of the year.		
12. Extremely poor writing.		
13. Difficulty with left-right orientation.		
14. Evidence of poor self-image such as excessive self-criticism.		
15. Reads poorly or not at all.		
16. Reverses letters (such as b-d, p-q) or transposes numbers or letters (such as 21 for 12 or sw for was).		

Some of the above observations can be made by asking the applicant to read and follow directions from a card, which asks him/her to write his/her name, current address, birthdate, highest grade completed, and last school attended.

TRANSITION PACKET

Suggested ways to use the "Transition Packet"

1. **Vocational rehabilitation counselors** could work with secondary special educators to develop and implement a similar process in each high school that the counselor is responsible.

2. **Special educators**, in conjunction with the local vocational rehabilitation office, could develop similar packets in order to help their students make a smooth transition to one of the postsecondary options that they might be eligible for.

3. **Parents** could suggest that special educators, in conjunction with the local vocational rehabilitation office, establish a formal transition process for all special education students who wish to apply for vocational rehabilitation services.

TRANSITION PACKET

Developed by: Dennis Ketterman, Work Experience Teacher, South High School, 3128 South 12th St., Sheboygan, WI 53081-6759

Contributed by: Dave Kolb, VR Counselor, WI Division of Vocational Rehabilitation, 1458 North Fifth St., Sheboygan, WI 53081

Dennis Ketterman, Work Experience Teacher at South High School, Sheboygan, WI developed this transition packet for parents of special education students. The packet includes:

1. a 15 page division of vocational rehabilitation (DVR) brochure explaining the agency's services;
2. an application for DVR services;
3. a list of local transition agencies;
4. a cover letter/"yes-no" response sheet regarding interest in applying to DVR; and
5. a return envelope.

Parents return the "yes-no" response sheet to Mr. Ketterman along with the completed DVR application if they wish. Mr. Ketterman then arranges an appointment with Dave Kolb to review and begin processing all applications. Examples of the cover letter/response sheet and the list of local transition agencies follow.

South High School

3128 South 12th St.
Sheboygan, Wisconsin 53081-6759
(414) 459-3633

October 20, 1987

Dear Parents:

A smooth transition of your son or daughter from high school to independent living, further education and/or a work situation is vital to his/her success. Because of this, we have enclosed the following information for your consideration:

1. a brochure (yellow) which describes some community agencies that may help in the transition period.
2. a brochure which describes the services available through the Division of Vocational Rehabilitation. You may want to pay close attention to pages 2, 3, 4, 9, 11, and 12.
3. an application for the Division of Vocational Rehabilitation (DVR) to be filled out and returned to Mr. Dave Kolb, DVR Counselor at his office as soon as possible.

Your son or daughter had the opportunity to meet with Mr. Kolb and Ms. Jackie Fischer, Job Placement Specialist, at South on October 20, 1987 to learn how they may benefit from DVR Services. These services may be available as soon as the application and certification process take place. The sooner this is done, the more time we will have to make his/her transition a smooth one.

If you have any questions or concerns, please contact me at South High, 459-3649.

Sincerely,

Dennis Ketterman
Work Experience Teacher

- -

Please sign below to indicate your preference for ______________________
son/daughter's name

________ I will fill out the application and return it to DVR for services.
________ I feel that DVR services would not be appropriate at this time.

____
Parent Signature Date

Community Resource Guide for Handicapped Adults and Their Parents

Division of Vocational Rehabilitation (DVR)
Address: 1428 N. 5th Street
Telephone: 459-3883
Contact People: Jim Glodosky, David Klob, and Jackie Fischer
Handicaps Served: All disability areas
Services Provided: Job placement, job coaching, counseling, on the job training, possible referral to other agencies, and vocational assessment
Procedures: Complete an application, meet with a counselor, and undergo a job training assessment

Forward Services
Address: 901 Superior Avenue
Telephone: 452-5817
Contact Person: Cathy Braeger
Handicaps Served: All disability areas
Services Provided: On the job training through placement in the community. During the training period, JTPA funds are used to pay one-half of the wages, and the employer pays the other half. Job counseling assistance during this period of time is also provided.
Procedures: Complete an application, interview to match skills with employers, and complete a resume for circulation to possible job sites.

Job Service
Address: 914 Michigan Avenue
Telephone: 459-3815
Contact People: Mary Butts and Dean Lounden
Handicaps Served: All disability areas
Services Provided: Job skill assessment, guidance, maintain file for possible employers, job file system, a self-service board, and possibly referral to DVR.
Procedures: Complete job application, attend group registration meeting, interview with counselor, possibly a job skills assessment, and possibly meet with a DVR representative.

Lakeshore Technical College
Address: Cleveland
Telephone: 693-8213
Contact People: Sue Schmitt and George Grinde
Handicaps Served: All disability areas
Services Provided: Special needs counselor, Skills Development Center, GOAL Center, Multi-Occupational Cluster Program, GED Training, and special assistance and training in many of the regular course offerings.
Procedures: Contact Sue Schmitt to arrange an interview, completion of an application, and possible job skill assessment.

Unified Board Services and Mental Health Center

Address: 615 N. 6th Street

Telephone: 459-3056

Contact Person: Fran Martin

Handicaps Served: Mentally and emotionally handicapped

Services Provided: Community living training, assessment for sheltered workshops, AODA assistance, counseling services, medication, psychiatric assistance, and screening for job placement.

Procedures: Application, initial assessment, assignment to appropriate department based on assessment, and development of a possible program.

Rehabilitation Center of Sheboygan

Address: 1305 St. Clair Avenue

Telephone: 458-8261

Contact Person: Barb Earle

Handicaps Served: All areas; emphasis on mentally handicapped

Services Provided: Vocational assessment, employment, on the job training, and counseling.

Procedures: Someone served by the agency is usually sponsored by another organization such as DVR, Forward Services, or the Mental Health Center/Unified Board.

Department of Social Services/Adult Services Unit

Address: 1427 N. 10th Street

Telephone: 459-3224

Contact Person: Gerald DuMonthier

Handicaps Served: All disability areas

Services Provided: Assistance with following the various channels of community service, living options, social security, homemaking, community living, transportation, and other individual needs.

Procedures: Complete an application, personal interview, screening, and assignment to one of several social workers and/or other agencies.

The Sheboygan Area School District

Address: Central Office, 830 Virginia Avenue, North High School, or South High School

Telephone and Contact People: Jackie Fischer, 459-3649; Dennis Ketterman, South H.S., 459-3649; Gary Richmond, North H.S., 459-3600; and Central Office -- Michael Weber, 459-3329; and Gerald Lewis, 459-3555

Services Provided: Individual counseling and assistance in working with the adult agencies within the Sheboygan community.

Procedures: Telephone one of the contact people to arrange a conference.

VOCATIONAL DECISION-MAKING INTERVIEW

Suggested ways to use the "Vocational Decision-Making Interview"

1. **Vocational rehabilitation counselors and vocational evaluators** should administer the VDMI individually by reading the questions to each client according to the directions provided by the instrument's authors. The VDMI was designed for use with clients in one-to-one settings. The instrument's developers found that administering the instrument to groups of people reduced the clinical utility of the VDMI and increased the liklihood of unreliable answers due to reading difficulties, response set and other possible causes.

   In addition to indicating what topics subsequent training programs should address, the client's answers can be a source of topics for discussion and counseling, especially responses around the issues of client self-appraisal, employment readiness, and decision-making strategies.

2. **Special educators** could use this form as part of a career exploration class in order to help pinpoint the student's skills and needs in the decision-making, readiness for employment, and self understanding.

3. **Individuals with learning disabilities and their advocates** could answer the questions on this form as a means to gauge the individuals skills in decision-making, employment readiness and vocational self awareness.

VOCATIONAL DECISION-MAKING INTERVIEW

Developed by: Thomas Czerlinsky, Ph.D. (1986). Research and Training Center, Stout Vocational Institute, School of Education and Human Services, University of Wisconsin-Stout, Menomonie, WI 54751 (715) 232-1389. Quoted with permission.

Interviewee: ______________________

Interviewer: ______________________

Date: ______________________

Summary of VDMI Scores

Scale	Score	Percentile	T-Score
Decision-Making Readiness	____	____	____
Employment Readiness	____	____	____
Self-Appraisal	____	____	____
Total VDMI Score (Sum of above 3 Subscales)	____	____	____
Comments:			

This booklet contains the complete Vocational Decision-Making Interview. All of the 63 items should be addressed in order to obtain complete information and effectively utilize the normative data.

Before using this instrument, it is necessary to become familiar with the accompanying VDMI Administration Manual. It contains complete instructions about how to administer and score the VDMI, and how to interpret the obtained scores.

Vocational Decision-Making Interview, contd.

Decision-Making Readiness

ITEMS	T	NS	F	
1. There are some specific jobs I have been been thinking about	1	0	0	Name three jobs you've been thinking about. 1. ____________________ 2. ____________________ 3. ____________________
2. I know how much education or training I need for the jobs that I would like to have	1	0	0	How much education or training? ____________________
3. I know how much work experience I need for the jobs I'd like to have	1	0	0	How much work experience? ____________________
4. I have enough information about the opportunities offered by different jobs to decide about jobs	1	0	0	Name three job opportunities? 1. ____________________ 2. ____________________ 3. ____________________
5. I have enough information about the requirements of different jobs to decide about jobs	1	0	0	Name three job requirements. 1. ____________________ 2. ____________________ 3. ____________________
6. I understand the responsibilities or duties common to all jobs	1	0	0	Name three responsibilities or duties that are common to all jobs. 1. ____________________ 2. ____________________ 3. ____________________
7. I know what kinds of tasks I would be doing on the jobs I have thought about	1	0	0	Name three such tasks. 1. ____________________ 2. ____________________ 3. ____________________
8. I know what responsibilities or duties I would have on the jobs I have been thinking about	1	0	0	Name three responsibilities you would have on these jobs. 1. ____________________ 2. ____________________ 3. ____________________
9. I know enough about what different jobs are like to help me decide about jobs	1	0	0	Name three important things about the jobs you are thinking about. 1. ____________________ 2. ____________________ 3. ____________________
10. I could name some rewards or good things about some jobs	1	0	0	Name three rewards or good things about some jobs. 1. ____________________ 2. ____________________ 3. ____________________

Vocational Decision-Making Interview, contd.

Decision-Making Readiness (continued)

ITEMS	T	NS	F	
11. I could name some things that I would not like about some jobs	1	0	0	Name three things you wouldn't like. 1. ____________ 2. ____________ 3. ____________
12. I could name some of the fringe benefits that I should consider when I decide on a job	1	0	0	Name three fringe benefits. 1. ____________ 2. ____________ 3. ____________
13. I know enough about the advantages of different jobs which I might consider, to help me decide about jobs	1	0	0	Name three advantages. 1. ____________ 2. ____________ 3. ____________
14. I know enough about the disadvantages of different jobs which I might consider, to help me decide about jobs	1	0	0	Name three disadvantages. 1. ____________ 2. ____________ 3. ____________
15. I know where to get information about different jobs	1	0	0	Where would you get it? ____________
16. I know whom to ask to get information about different jobs	1	0	0	Whom would you ask? ____________
17. I know how to find out which jobs I would like and could do	1	0	0	How would you find out? ____________
18. I know how to get enough information on jobs to help me make a job choice	1	0	0	
19. There are some jobs that interest me and that I could do well	1	0	0	Name three jobs. 1. ____________ 2. ____________ 3. ____________
20. I can decide the steps I would take when deciding about a job	1	0	0	Describe the steps. ____________ ____________
21. If I were interested in several jobs, I would know how to choose between them	1	0	0	How would you choose? ____________ ____________
22. I would be good at choosing a job on my own	1	0	0	

TOTAL DECISION -MAKING READINESS = ________

(Count the total number of "ONES" for Decision-Making Readiness -- Items 1-22)

Vocational Decision-Making Interview, contd.

Employment Readiness

ITEMS	T	NS	F	
23. I have decided what kind of job I'd like to have	1	0	0	List 3 choices of jobs you'd like to have. 1st Choice ____________ 2nd Choice ____________ 3rd Choice ____________
24. I know what type of career I would like to have. That is, I know what type of work I would like to do for the rest of my life	1	0	0	List 3 choices of careers you'd like to have. 1st Choice ____________ 2nd Choice ____________ 3rd Choice ____________
25. I would take any job	1	0	0	
26. I would take a job which my family or friends might not approve of	1	0	0	
27. I would let others decide which jobs I should take, so that they don't criticize me	1	0	0	
28. I don't worry about letting other people down by taking a job they would not approve of	1	0	0	
29. My friends or family do not encourage me very much to look for ajob	1	0	0	
30. My friend or family would be proud of me if I got a job	1	0	0	
31. The type of job I will get will not pay enough to make it worth my while	1	0	0	
32 Money is one of the reasons to look for a job	1	0	0	
33. If I had to, I would move to a different place, in or out of town, to get a job	1	0	0	
34. I could find a way to get to work and back home again, no matter where I lived	1	0	0	
35. I have few job choices, because it is so hard for me to get around	1	0	0	

TOTAL EMPLOYMENT READINESS = ____________
(Count the total number of "ONES" for Employment Readiness -- Items 23-35)

Vocational Decision-Making Interview, contd.

Self-Appraisal

ITEMS	T	NS	F	
36. I know how much money I would need to earn from a job	1	0	0	How much money? ______
37. I have a preference for the part of town, state, or country that I take a job in	1	0	0	Where would you prefer? ______
38. I know what types of work I would not do, even if I made a lot of money at it	1	0	0	What types of work? ______
39. I know enough about my own personal needs to decide about jobs	1	0	0	List three of your personal needs. 1. ______ 2. ______ 3. ______
40. There are certain types of jobs I would not take because of my own beliefs -- that is, because of the things I believe in	1	0	0	
41. I know enough about my own beliefs to help me decide about jobs	1	0	0	List three of your beliefs that would help you decide whether to take job or not. 1. ______ 2. ______ 3. ______
42. I know enough about my own interests to help me decide about jobs	1	0	0	List three of your interests. 1. ______ 2. ______ 3. ______
43. I know what kinds of work I am good at doing	1	0	0	What kinds of work? ______
44. If I had more training, I know what kinds of work I'd be good at doing	1	0	0	What kinds of work? ______
45. I know how my disability limits the kinds of work I can do	1	0	0	How does it limit the kinds of work you can do? ______
46. I know enough about my own abilities to help me decide about jobs	1	0	0	List three of your abilities. 1. ______ 2. ______ 3. ______
47. I change my opinion of myself a lot	1	0	0	
48. I could describe myself, my own personality, accurately	1	0	0	
49. I know what kind of life I want for myself	1	0	0	

Vocational Decision-Making Interview, contd.

Self-Appraisal (continued)

ITEMS	T	NS	F	
50. I know enough about myself, my own personality, to help me decide about jobs	1	0	0	List three things about yourself. 1. ____ 2. ____ 3. ____
51. I have made decisions about whether to take a job or not	1	0	0	
52. The decisions I have made about jobs have worked out OK	1	0	0	
53. Having to make decisions about jobs is unpleasant	1	0	0	
54. Others have often disagreed with my decisions about jobs	1	0	0	
55. A job will come along, no matter what I do	1	0	0	
56. I have let others decide which job was best for me	1	0	0	
57. I get upset when I have to make a decision about a job	1	0	0	
58. I would rather let things happen by themselves than having to make choice about a job	1	0	0	
59. I feel confident and sure of myself when I have to make a decision about a job	1	0	0	

TOTAL SELF-APPRAISAL = ____
(Count the total number of "ONES" for Self-Appraisal -- Items 36-59)

Vocational Decision-Making Interview, contd.

Summary Items

60. What types of work would be particularly interesting to you?

61. Of all the things I have asked you about, what are the most important to you in making a good job or career decision?

62. Of all the things I have asked you about, what things would you like help on to make a job choice?

63. In general, what are your reasons for wanting a job?

INTERVIEWER:
1. Check to make sure that all 63 items have been completed. Do not leave any items blank.
2. Record the scores on "Summary of VDMI Scores" on the front page.

VOCATIONAL DECISION-MAKING INTERVIEW
ADMINISTRATION MANUAL

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Overview of the Vocational Decision-Making Interview

Vocational decision-making is an integral component of the career development process. The ability of individuals to make appropriate, timely, and realistic decisions about career options influences their likelihood of achieving appropriate, long-term goals. It also lays the groundwork for much of the training and education that must often take place to achieve those goals. Vocational indecision can present a major obstacle to the career development of all individuals. But the consequences of vocational indecision may be greatly magnified for individuals with disabilities. Such individuals must frequently overcome additional obstacles to career development (e.g., discrimination, inaccessibility, cognitive and/or physical impairment). Thus, the importance of understanding and enhancing the vocational decision-making process among people with disabilities is evident. It is certainly an important process for adults with disabilities. And it may be particularly important for young adults who are preparing to make the transition from school to the world of work.

Although the career development process and the role which vocational decision-making plays in this process have been studied extensively among college and high school age populations, relatively little work has focused upon individuals with disabilities (Phillips et al., 1983). Studies have covered a range of topics relevant to understanding the issues and problems surrounding the vocational decision-making process in general, such as the effects of anxiety, risk-taking, self-concept, and sex differences (to name just a few). However, a paucity of research has addressed the topic of vocational decision-making among individuals with disabilities. Little is known about this group's vocational decision-making skills, or about the possible remediation or treatment strategies which might be directed toward this realm.

Development of the Vocational Decision-Making Interview (VDMI)

The original purpose of the research resulting in the development of the Vocational Decision-Making Interview (VDMI) was twofold. Frist, the research was conducted to address the needs of rehabilitation counselors, vocational evaluators, school guidance personnel, researchers, and disabled individuals themselves to better understand the process of vocational decision-making among individuals with disabilities. Little is known about the extent to which the vocational decision-making process differs between disabled and non-disabled groups, or how this process might be facilitated among people with disabilities.

Secondly, the research was conducted in an effort to develop a valid, reliable, and useful interview to assess the vocational decision-making capacities of special populations. Such an interview should be helpful in identifying problem areas within this realm, and suggesting effective treatment strategies directed toward the alleviation of these particular problem areas. The product resulting from this line of research was a relatively easy-to-use interview which can be used to identify individual problem areas and strengths and help facilitate the overall career development process within this group. The VDMI fulfills this need.

The VDMI provides several types of information. First, it provides empirical information regarding an individuals vocational decision-making capabilities, on a number of dimensions, in comparison to a norm reference group. This type of information is useful for counselors, vocational evaluators, and other personnel concerned with measuring a disabled individual's global decision-making skills on a number of discrete areas. Thus, the VDMI can effectively diagnose an individual's decision-making skills in relation to a reference group.

The second major purpose of the VDMI is clinical. The interview includes open-ended questions requiring content responses. The interviewee's responses allow the interviewer to make clinical judgments and observations about unique vocational decision-making needs and capabilities of the interviewee. The VDMI can identify such problem areas and therefore provide the information needed to explore possible treatment or training strategies designed to help the individual overcome these problems.

Thirdly, individual VDMI profiles can be developed. These profiles indicate the relative strengths and deficits of an individual on each of the three major scales: Self-Appraisal, Decision-Making Readiness, and Employment Readiness. This information is useful in helping the interviewer define particular strengths and weaknesses in the realm of vocational decision-making within an individual.

Finally, it must be emphasized that the VDMI is a structured interview and not a traditional psychometric test instrument. As a result, users will find some differences in the type of norm reference information provided with the VDMI and the structure of the interview items themselves. The norms provided are based on handicapped individuals served in vocational rehabilitation facilities and handicapped students in secondary school systems (see Section III for a more detailed description). Most importantly, as an interview, the VDMI's primary utility is as an information gathering tool specifically related to determining vocational decision-making readiness. There are no "right or wrong" responses for interview items. Interviewers will also find that the VDMI is easier to administer than many traditional test instruments and requires relatively little "formal" test administration experience to administer properly.

Summary of Selected Research Results with the VDMI

Development of the VDMI, and research to establish its psychometric properties, has been conducted in a variety of settings and has involved several subject populations. Test sites included vocational rehabilitation facilities, vocational technical schools, secondary level public schools, and sheltered workshops. Subject populations included vocational rehabilitation clients and also special education students in secondary schools. A wide variety of disability categories were included.

The first research study (Strohmer, 1979) was a between-subjects comparison of "Vocationally Decided" versus "Vocationally Undecided" vocational rehabilitation clients. The purpose of this study was to determine the discriminant validity of the VDMI. Another study (Czerlinsky et al., in press) investigated whether an active vocationally oriented intervention - vocational evaluation - would evidence treatment effects which the VDMI could discern. One study (Czerlinsky, 1985) was a long-term VDMI reliability study. It used a test-retest design with testing intervals ranging from two weeks to nine months with a special education population. An additional study (Teskey, 1986) utilized VDMI scores as correlates of interviewee job income about three years later. And lastly, in the clinical area, the VDMI was tested with regard to its utility in determining student needs and developing effective individualized career development programs in secondary school settings (Czerlinsky & Ryan, 1986). Encouraging findings resulted from these studies. A summary of some of the main results of these studies are the following:

1. Internal consistency analyses (internal reliability) showed that the three VDMI subscales evidenced satisfactory internal consistency (Strohmer, 1979).

2. Test-retest reliability results, with one-week test-retest intervals, showed that the VDMI sub-scale scores remained significantly stable over time, with a sample of vocational rehabilitation clients. The reliability coefficients (Pearson rs) ranged from .62 to .80 (all p.◀ .01) (Czerlinsky et al., in press).

3. With a special education student sample, the VDMI was administered at test-retest intervals ranging from two weeks to a full school year. Reliability coefficients ranged from .55 to .87 (all p.◀ .01), with no drop in reliability as the test-retest intervals increased (Czerlinsky, 1985).

4. A major validity criterion was that the three VDMI sub-scales and Total score discriminate between individuals chosen a priori to differ in level of vocational decision-making capacity. This discriminant validity criterion was met, in that vocationally undecided persons (individuals with disabilities just beginning vocational evaluation) scored significantly lower on two of the three VDMI sub-scales than vocationally decided persons with disabilities (in vocational training programs). Means of the third scale were in the predicted direction, but did not reach the p.◀ .05 significance level (Strohmer, 1979).

5. Another validity study showed that the self-ratings on the VDMI of individuals with disabilities correlated highly and significantly with independent ratings, on the same dimensions, carried out by vocational evaluators working closely with these individuals. This supported the interpretation that VDMI scores were valid indicators of vocational decision-making strengths and weaknesses of individuals with disabilities (Czerlinsky, 1985).

6. An additional study showed that the VDMI is sensitive to treatment interventions directed toward the realm of vocational decision-making. Clients with disabilities were interviewed with the VDMI at the beginning of vocational evaluation and again at completion of this service. Data analyses revealed that each of the VDMI sub-scales showed significant mean increases when post-evaluation scores were compared to pre-evaluation scores. There were no corresponding increases in a control group which did not receive vocational evaluation (Czerlinsky et al., in press).

7. A recent study demonstrated that VDMI scores were significantly positively correlated with level of income, three years after the VDMI scores were obtained (Teskey, 1986).

These results support the statistical reliability and validity of the interview. The VDMI shows satisfactory reliability and validity and identifies content areas which are critical in the remediation of vocational decision-making problems of persons with disabilities.

Structure of the VDMI

The VDMI is a 63 item structured interview. Three major scales form the basis of the VDMI:

- DECISION-MAKING READINESS - This twenty-two item scale addresses individual's readiness to to make vocational decisions based upon the occupational knowledge they possess and their decision-making skills.

- EMPLOYMENT READINESS - This scale contains thirteen items. The focus of these items is on examining individuals' desire to obtain work and the external pressures that may influence an individual's motivation and ability to make a vocational decision.

- SELF-APPRAISAL - This is a twenty-four item scale which focuses on individuals' knowledge and perception of themselves (i.e. their abilities, needs, etc.) and their history of vocational decision-making.

The three scales were designed to directly address those basic areas which an individual may improve through career education classes, occupational exploration programs, employment readiness training, job search training, vocational evaluation, or vocational counseling. Scores on each scale, as well as the total score, provide estimates of how adept the individual is at making vocational decisions.

In addition, each of these three major scales can be further broken down into individual subscales. These subscales may be used to develop a more detailed profile of an individual's decision-making needs. Thus, the subscales provide more specific information.

Each of the 63 VDMI items is a statement which is read to the interviewee. As an interview, clarification of items which may not have been understood is perfectly permissable. The format is such that the individual then responds with "True," "Not Sure," or "False." For over half the items, respondents also answer open-ended questions which can be used for clinical purposes.

The VDMI can be used on the one hand on an individual item basis for revealing specific problem areas the individual may have. This is particularly the case with the open-ended items. In addition, the three scales can be used when the VDMI is used for less specific applications or to develop individual interviewee profiles.

The overall VDMI is individually administered. Total administration time ranges from one-half hour to one hour, depending upon the person being interviewed and their response times. Because it is a verbally administered structured interview, the VDMI offers a number of distinct advantages over traditional paper and pencil assessment instruments.

For special populations such as handicapped individuals, three advantages are most evident. First, the mode of administration eliminates the problem of an individual having an inadequate reading level to satisfactorily respond to the interview items. Although the reading level of the VDMI is not high (Gunning Fog Index, 1979, analyses showed that the actual reading level of the instrument is at a 6.7 grade level - satisfactory for a large portion of the individuals which take the VDMI), verbal administration insures that all of the items are understood, and virtually eliminates the problems caused by missing data. Secondly, because it is verbally administered, the VDMI appears well-suited for use with individuals with visual impairments.

The VDMI was designed for individual administration. While group interviewing situations afford the examiner an opportunity to reduce the amount of time involved in the interview process, it has also been found that it reduces the clinical utility of the instrument. Even more importantly, it increases the likelihood that respondents will respond in an unreliable manner as a result of not understanding the administration process, indifference, response set, or many other possible causes. As a result, users are encouraged to only administer the VDMI on an individual basis.

Special Applications of the VDMI

In addition to its general use as a measurement and clinical tool, the VDMI can be used in several different types of specialized settings. In most cases, both the measurement and clinical components of the VDMI will often overlap and will be of equal interest to the examiner.

Vocational Evaluation. Vocational evaluation personnel will find that the VDMI is of particular relevance to their work. First, it can be used to assess the vocational decision-making skills of individuals during the vocational assessment process. Secondly, it can be used during the early stages of the evaluation to help plan specific assessment activities to improve interviewees' decision-making skills and increase the cost effectiveness of the vocational evaluation process.

In addition, when used as a clinical tool in vocational evaluation settings, the VDMI will help the evaluator and the interviewee develop recommendations with regard to likely treatment or training strategies where problem areas have been identified. As such, it is a useful planning tool.

Vocational evaluation programs located within school settings will find that the VDMI is particularly useful as a diagnostic tool to identify problem areas and develop treatment methods designed to enhance the student's career development during the education process. In addition, many vocational evaluation programs located in rehabilitation settings will find that the VDMI is most useful in helping clients identify vocational decision-making problems and develop more realistic short-term vocational goals. In both cases the VDMI is useful in improving interviewee involvement in the total evaluation process.

There are several other specific areas where the VDMI can play an important role within vocational evaluation. One of these is in terms of facilitating rapport between the evaluator and the interviewee. When administered at the outset of a vocational evaluation, the VDMI can help ease normal test or interview apprehension often experienced as well as serve as a useful basis for enhancing communication. Use of the VDMI can demonstrate to the interviewee that the evaluator is interested in his/her welfare and that the interviewer wants to assist in vocational planning by collecting information on the interviewee's preferences rather than merely accumulating test scores.

Of most obvious importance, the VDMI is an important tool for obtaining vocationally-relevant information. The VDMI is a thorough instrument covering a broad range of topics. It is designed to focus upon vocational decision-making areas which people with disabilities must address if they are to optimize their own career development. Thus, use of the VDMI can provide both the evaluator and interviewee with practical information which is often neither provided during the normal referral process nor systematically addressed during the traditional evaluation process. In essence, results of the VDMI help reveal the interviewee's preparedness for vocational evaluation and making job choices. In addition, because of the format of the VDMI, interviewees who have limited ability to verbalize their thoughts have found that the three-point scales ("True," "Not Sure," or "False") provide sufficient opportunity for revealing their preferences. Examinees who are more articulate have found that the open-ended questions offer additional opportunity for self-expression.

Finally, when used at the outset of vocational evaluation, the VDMI is an excellent tool for fostering the individual evaluation planning process. Based on interviewee responses, the evaluator is better prepared to modify the preliminary evaluation plan to fit newly-established interests, abilities and limitations. Activities previously planned may be entirely eliminated (e.g. specific work samples), and replaced by more pertinent activities such as job site evaluations or the use of different psychometric testing instruments.

General Counseling and Guidance. Vocational rehabilitation counselors and guidance counselors in secondary school settings will find the VDMI to be useful for program planning. The VDMI can help individuals identify vocational decision-making problems which may be remediated thorugh the counseling process. For example, among individuals whose difficulties are identified as stemming largely from lack of self-awareness or self-esteem, counseling can be a useful technique to successfully help resolve this difficulty. In this manner, the VDMI can be used by school-based counselors as well as vocational rehabilitation counselors working within state agencies to diagnose an individuals decision-making problems prior to developing an IEP or IWRP. In some cases it may even be used, along with other resources, as part of the initial feasibility determination process that is such an integral part of the State-Federal Vocational Rehabilitation program.

IEP and IWRP Planning. Establishing realistic vocational goals is one of the keys to successful career development. However, for some individuals it is difficult to gauge how extensive their interest is in a given occupational area, as well as their adeptness at making vocational decisions. In such cases this can lead to the development of unrealistic Individualized Education Plans (IEPs) or Individualized Written Rehabilitation Plans (IWRPs). The end result of this may be vocational failure, incomplete vocational training programs, or program dropouts.

The VDMI provides a useful mechanism for assessing individual vocational decision-making skills prior to focusing efforts on development of these plans. In cases where significant vocational decision-making difficulties are identified, the plan may then more properly focus on the immediate problems at hand, prior to beginning specific skill building training programs or job placement efforts in occupational areas which may prove unrealistic or undesirable for the client. As a result, the VDMI can provide a unifying mechanism for planning several different services that cut across disciplines. These services may begin with prevocational services in some instances Later, they may address more narrowly focused vocational training efforts (such as placement in specific on-the-job training programs). Under these circumstances the VDMI is not only beneficial for the client, it also helps reduce the expenditure of case service monies or related resources on individuals who are not prepared for specific vocational training and are therefore even more likely to become program dropouts.

Determining Group Characteristics. The VDMI can be used to determine the vocational decision-making skills of relatively homogenous groups of individuals. For example, it can be used to measure the skills of a group of special needs students. Once common problems are noted, it is then possible to develop specialized treatment or training programs which can be applied to the group as a whole, thereby increasing training eficiency.

Program Development. On-going use of the VDMI can enhance the program development process. It can help practitioners identify recurring problems among special needs populations and develop adaptive programs designed to meet those common needs. In this way, the VDMI can be used to identify more global characteristics and needs which in turn can be used as an objective basis for specialized program development directed at those common needs. Without tools such as the VDMI, this is a difficult task since there is a wide range of vocational decision-making preparedness among individuals with widely varying abilities, educational experiences, and vocational goals. The identification of common needs is a first step in building successful new programs and the VDMI has much to offer in this regard.

Administration of the VDMI

As indicated previously in this manual, the VDMI differs from most traditional psychometric test instruments in that it is a structured interview. This interview format requires interviewers to work with students or clients on a one-to-one basis. This type of format affords both the interviewer and the interviewee an opportunity to interact closely during the interviewing situation. By doing so, the interviewer is able to not only obtain standard bits of information related to the subscales and major content areas but also to make clinical observations and evaluations about the interviewee.

Interviewers should be sensitive to any indications suggesting that a particular interviewee lacks the skills needed to comprehend or respond to any items on the interview. Although the VDMI items are written on a sixth grade reading level and interviewees must only understand the items, in some cases the interviewers might consider reviewing an interviewee's case file or other pertinent information prior to conducting the interview. With this background information, the interviewer may be better prepared to make clinical judgments about the appropriateness of a particular interviewee's responses.

In addition, the examiner is responsible for ensuring that proper preparation occurs prior to administration. This preparation is outlined briefly below.

Preparing the Interviewing Environment

Since the VDMI is a structured interview, it should be administered in a location where distractions and possible interruptions are kept to a minimum. Generally, approximately 30-60 minutes are needed to conduct the entire interview. Adequate precautions should be taken to ensure that sufficient time is provided to administer the entire VDMI without interruption.

Interviewer Preparation. Interviewers must have a thorough knowledge of the interview prior to its administration. In addition, as a structured interview, it is beneficial if users have experience in the general interviewing process itself. They should be able to establish rapport with clients or students as quickly as possible since this will facilitate the overall administration process. It is also important that interviewers familiarize themselves with the specific items since these may sometimes require clarification. By studying these items, interviewers will be better prepared to properly clarify many common questions interviewees may have about specific items.

Interviewers should also be constantly alert and sensitive to any indications that an interviewee is having difficulty understanding a significant number of the interview items, since this can invalidate the results of the interview. Once again, the ability to make clinical judgments about the appropriateness of certain responses can be enhanced if the interviewer has access to the interviewee's case file and other relevant background information prior to conducting the interview.

Interviewee Preparation. Interviewees should also be prepared before they take the VDMI. They must understand that there are no "right" or "wrong" answers and that they will not be graded on the VDMI (which may have been the case with most test situations they have experienced). The importance of responding honestly and openly to each question should be emphasized. Of equal significance, the interviewer should strive to develop a positive, supportive atmosphere. This will further facilitate rapport between the interviewer and the client or student.

Additional Considerations

Who Is Appropriate? The VDMI is designed for use with individuals who need to make vocational decisions and who have the intellectual capacity needed to make such decisions either independently or with assistance from various support professionals (e.g., counseling and guidance personnel, vocational evaluators, rehabilitation counselors). Use of the VDMI is not restricted to any specific disability group. However, it may be inappropriate for use with severely mentally handicapped individuals who lack the cognitive skills needed to effectively participate in the interviewing process.

Qualifications of Interviewers. The VDMI is designed to be administered by individuals who have training or experience in general interviewing skills and knowledge of the world of work, the career development process, and the vocational preparation and needs of individuals with various disabilities. It is not recommended that proctors be used to administer the interview, although they can be used to score the standardized portions of the interview (which do not have clinical applications). Vocational evaluators, counseling and guidance personnel, vocational rehabilitation counselors, work adjustment specialists, psychologists, special educators and other professionals will generally be most appropriate for administering the VDMI.

Interviewing Cautions. As previously suggested there are a number of important issues interviewers must be concerned with when administering the VDMI. The interviewer must insure that the instrument is being used with individuals who are able to understand and respond to the general content of the interview.

As mentioned above, the VDMI items were worded so as to minimize misunderstandings due to interviewees' being unable to understand the items. A Gunning Fog Index was conducted on the VDMI reading level. This index showed that the actual reading level of the VDMI was at the 6.7 grade reading level. Such a 6+ grade reading level is appropriate for a large number of potential interviewees of the VDMI. In addition, the VDMI does not require the interviewee to read the items, since the items are read to the person. In this light, the reading level of the instrument suggests that the VDMI should be appropriate to a large segment of potential clients or students. It would, however, not be appropriate for some.

In cases where the interview is underway and it becomes clearly apparent to the interviewer that the interviewee does not comprehend the items, the interview should be discontinued. In other cases where the comprehension problem is not so readily established, the interviewer may choose to complete the interview and then carefully examine the responses for further indications of discrepancies which might invalidate the results. This can be established by comparing the open-ended answers with the "True," "Not Sure," and "False" responses. For example, for item number 1, if a interviewee indicates that he/she has been thinking about some specific jobs but is then unable to indicate any of these jobs, it may suggest that the interviewee's answers are unreliable. If this same response pattern continues throughout the interview, it is generally a good indicator that the respondent's overall profile may be unreliable.

In some cases the VDMI will be administered to individuals who are currently undergoing medical treatment. Under such conditions, the interviewer must be alert to any indications that the interviewee's emotional state or intellectual capacities may be adversely affected by the medical treatment, particularly in cases where medications are involved. In addition, it is important for the interviewer to limit the number of interviews conducted within any interviewing schedule to the extent that his/her observational and interview administration skills are not adversely affected by scheduling too many interviews within any given period of time.

Instructions for Administering the VDMI

The 63 item VDMI is fairly straightforward to administer. The majority of the items require the interviewee to respond with a "True," "Not Sure,"or "False" choice. Approximately half of the "True," "False," or "Not Sure" items also elicit a clinically-oriented, open-ended response.

The VDMI interview booklet contains all of the items. There are four parts to the booklet. These are the: Decision-Making Readiness and Subscale (22 items); Employment Readiness Subscale (13 items); Self-Appraisal Scale (24 items); and four Summary items. Some of the items on each of the three subscales are composed of two parts - the basic item itself, followed by the open-ended prompt which accompanies that item. The left half of each page contains the actual items (labelled "Items" on the interview booklet), while the right half of the page contains the open-ended prompts (note that not all "Items" are followed by open-ended prompts).

The actual protocol for administration of the VDMI is as follows. To obtain data for each of the three VDMI subscales, the interviewer reads each item to the interviewee. The interviewer should be sensitive to make sure that the item has been understood. Should any item not be understood by the interviewee, the interviewer must rephrase and clarify that item and then repeat it. It is important to remember that the primary purpose of the VDMI is to gather information that accurately gauges the interviewee's vocational decision-making skills. It is an interview and *not a test.* It's primary purpose can only be achieved when the interviewee accurately understands each item. Therefore, it is not necessary that any item which is not properly understood simply be repeated verbatim. The interviewer should paraphrase until the item is understood. Given the sentence structure of the items, this should not pose a particular problem for VDMI administration. However, for clarifying items, interviewers must use their clinical skills to make sure they *do not lead answers* in any particular direction.

Once the item is understood the interviewee responds with either a "True," "Not Sure," or "False" for that item. This response is then recorded by the interviewer in the interview booklet. To the right of each item is a column labelled T, NS, and F. These correspond to the interviewee's "True," "Not Sure," or "False" response. The interviewer circles the "1" or "0" under the corresponding interviewee's response.

After the interviewee's "T, NS, F" response is recorded as a "1 or 0" on the booklet, the open-ended prompt on the right side of the page corresponding to that item is read to the interviewee (for those items which are followed by such a prompt). This should be done regardless of the interviewee's response to the item. The responses should be recorded verbatim on the spaces provided for them. Note that interviewees may not be able to give all or any responses which are asked for. This is clinically important to observe.

After this is completed, the interviewee should go on to the next item and repeat the above procedures. This should be continued until all 59 items of the three subscales have been covered. By following this procedure, there should be no missing data for any of the items (on the "T, NS, F" responses).

The last four items of the interview (60-63) do not require "T, NS, F" responses from the interviewee. They are simply treated like the other open-ended prompts. However, these items may be very important in terms of the information which they provide to the interviewer.

For purposes of obtaining only subscale scores, the open-ended prompts corresponding to the items are not necessary. However, past experience with the VDMI clearly indicates that the information provided by the open-ended prompts is very important and revealing for clinical purposes. For example, the information provided by the open-ended prompts may be used to:

1. Further assist examinees in estabishing realistic vocational options;
2. Identify indicators suggesting that a particular examinee's responses are unreliable during the interview process;

3. Assist both the interviewer and interviewee in identifying specific vocational decision-making problem areas; and

4. Develop remedial treatment or training strategies designed to help interviewee's overcome specific vocational decision-making skill deficits.

Much of this information might not otherwise be normally obtained from the "T, NS, F" items themselves. Therefore, it is strongly recommended that the interviewer collect data for all 63 items in the interview and include the open-ended prompts which go along with their respective items.

Scoring the VDMI

Actual scoring of the VDMI is done in the interview booklet itself after completion of the interview. Each subscale - Decision-Making Readiness, Employment Readiness, and Self-Appraisal - receives a separate score. Only the actual items themselves are used to derive the scores. The open-ended prompts are not scored. The scores derived are comprised of the total number of "1" responses for each subscale. After the last item of each of the subscales, a space is provided for recording this score. For example, to obtain the score for Decision-Making Readiness, the interviewer counts the total number of "ones" which he or she has circled for items 1 - 22, and then records that total in the space after item 22. Likewise, the total number of "ones" for Employment Readiness is recorded after Item 35, and the total number of "ones" for Self-Appraisal is recorded after Item 59. Care should be taken, when adding the "1" responses, to add by actual number, and not by position. This is important since, for most of the items, the "1" is on the left of the column, but for a lesser number of items, the "1" is located on the right side of the column. Thus, counting to obtain subscale scores should be done by number, rather than by position within the "T, NS, F" column.

Once these three scores have been obtained, they should then be transferred to the appropriate column labelled "Score" on the first page of the interview booklet. To obtain the VDMI Total Score, the interviewer should sum the three subscale scores recorded in this column on the first page of the booklet, and enter this sum in the fourth space labelled "Total VDMI Score."

Interpreting the Results

Clinical or Open-ended Interpretations

A major strength of the VDMI is that it provides two distinct types of data. Both types will serve somewhat different purposes.

One specific type of data which the VDMI provides is clinical in nature. The open-ended prompts give clear, concise information about the interviewee. This type of information should be very helpful to professionals working with the interviewee, since it gives broad insights into the vocational decision-making strengths and deficits of the individual. Such information is of the type which is needed by professionals concerned with the vocational decision-making processes of individuals. The clinical information which the VDMI provides comes directly from the open-ended responses on the interview and does not require any special scoring techniques.

The interviewer may also wish to take one additional step in analyzing the results of the interview and the individual's decision-making readiness. The interviewer can compare any discrepancies between what the interviewee said about him/herself on the "True, Not Sure, False" items against how the interviewee responded to the corresponding open-ended items. For example, for Item 1, the client or student might respond with a "True", indicating that he or she has been thinking about some specific jobs. Yet, on the open-ended section, he/she may be unable to name any of them. This suggests that the individual may be quite unrealistic in his or her self-assessment of knowledge about some specific jobs. The interviewer will then have to make a judgement as to whether the individual has a major problem in this area and also whether the problem needs to be addressed in a remediation program.

Secondly, the VDMI provides subscore data. This type of data can be very useful in: 1) comparing patterns of scores within the same interviewee; 2) comparing patterns of scores of the interviewee with a specific comparision group of relevance (for example, an individual student interviewee's scores could be compared to the scores of other students within the same class or program); and 3) comparing scores and patterns of scores of the interviewee with normative data. To fully utilize the subscore data, reference should be made to the narrative regarding the normative data and to the norm tables.

Normative Comparisons

This section supplies the normative data which has been obtained with the VDMI research to date. The three subscale scores, as well as VDMI Total score, which are recorded on the front of the VDMI booklet, should be used with these norms.

The norms were developed from two samples. One was a sample of 108 disabled vocational rehabilitation clients at two settings. There were no significant differences between the VDMI means of the clients at these two sites. The second sample was comprised of 353 disabled high school students in special education settings. Since there were no significant differences between the client sample and the special education student sample, these two samples were pooled to form a total sample of 461 disabled individuals. This sample comprised the subject sample upon which the norms ar based.

Descriptive Statistics. The following are the summary statistics for the three VDMI scales and Total Score (n=461).

SUBSCALE	MEAN	STD. DEV.	MIN.	MAX.	RANGE	MEDIAN	MODE	SKEWNESS
Decision-Making Readiness	12.3	4.30	0	22	22	12	14	-0.15
Employment Readiness	8.4	2.12	2	13	11	9	9	-0.31
Self-Appraisal	14.2	4.00	1	23	22	14	16	-0.22
Total VDMI	34.9	8.69	6	55	49	35	37	-0.24

These summary statistics describe the characteristics of the VDMI subscales and Total Score for this sample of 461 interviewees. They are presented to give the interviewer some understanding of the characteristics of these scales.

Percentiles and T-Scores. The tables of norms present the normative data for the three VDMI subscales and Total Score, based upon the sample of 461 individuals mentioned above. Included are the actual scores, the T-scores corresponding to each of the possible scores, the percentage of interviewees at each of these scores, and the percentiles (cumulative percentages) for individuals at each of the scores in ascending order. Data is presented separately for Decision-Making Readiness, Employment Readiness, Self-Appraisal, and the Total Score. The purpose of presenting the percentiles and the T-scores is to enable the interviewer to make judgments about individual interviewee's scores in comparision to a large sample of clients and special education students. This enables comparisons of the interviewee's responses to a norm group. It should be noted that this data (Percentiles and T-scores) should be obtained for each interviewee and entered on the two appropriate columns on the front of the Interview Booklet. Knowing this about the interviewee's scores will enable making statements about the relative strengths and weaknesses of the three different VDMI domains within the same individual, and also enable judgments about particular areas which may pose specific problems for the individual. Percentiles and T-scores are necessary since raw scores themselves are relatively meaningless when comparing the individual to a group. They would say nothing about the number or percentage of other individuals with more or less problems in the specific domains being assessed.

The extent to which an individual's score on any scale indicates a significant problem is a matter of clinical judgement on the interviewer's part. It is recommended that a score falling one standard deviation below the mean for any specific subscale or the VDMI Total score (which would be equivalent to a T-score of 40 or less) should be considered as indicative of a possible problem which may require some form of assistance. This assistance is frequently provided in the form of individual program planning or through simply providing the individual with needed information. In other cases, the possible courses of action may not be so simple.

In developing a remediation or treatment strategy, the interviewer should study the responses which fall one standard deviation below the mean (T-score of 40 or less) and attempt to determine the exact nature of the individual's decision-making deficit. This additional analysis should provide further insight into the nature of the individual's deficit and suggest possible remediation strategies which would be most effective.

Profiling of Sub-Categories.

The items which make up the VDMI were designed to tap a number of specific topics which were considered to relate to possible problem areas in vocational decision-making. These specific topics are the building blocks which make up the three subscales of the VDMI. Specifically, the structure of the VDMI (and the individual items comprising this structure) is the following:

VDMI Items

Decision-Making Readiness	
Informational Problems (Occupational Knowledge)	
Opportunities and Requirements	1 - 5
Tasks and Duties	6 - 9
Rewards and Punishers	10 - 14
Decision-Making Problems	
Acquisition of Information	15 - 18
Processing of Information	19
Skills in Choosing	20 - 22
	22 items
Employment Readiness	
Introductory Items	23 - 25
Environmental Problems	
Economics	31, 32
Mobility	33 - 35
Family/Social	
Coercion	26 - 28
Lack of Reinforcement	29, 30
	13 items

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Self Appraisal	
Information Problems (Self-Knowledge)	
Needs	36 - 39
Beliefs and Interests	40 - 42
Abilities	43 - 46
Personality	47 - 50
Decision-Making Problems	
Success in Previous Choices	52 - 54
Responsibility/Control	51, 55, 56
Anxiety/Fear of Decision-Making	57 - 59
	24 items

For interviewers wishing to obtain clinical information into these specific subcategories, the VDMI has been designed to give such information. A definite procedure must be followed for this. In the Appendix of this manual, a form will be found which allows profiling of examinees' subcategories, as they are outlined immediately above. The procedure for obtaining the profiles is as follows:

1. Count the number of "1" responses for each of the subcategories. For example, to obtain the score for "Self-Appraisal - Needs," count the number of "1"s circled for items 36 - 39.

2. Since there are four items in this subcategory, possible scores can range from 0 to 4.

3. Enter this score onto the profile sheet under the correct category. For example, if the obtained total score for the four items of "Needs" is found to be 2, then place an "X" behind "Needs" over the number 2.

4. For "Needs", a "2" corresponds to a percentage (top line) of 50. This indicates that the individual indicated "True" for half of the four items in this subcategory.

5. Continue to do this for all of the other subcategories on the profile sheet.

The above procedure can be somewhat time consuming. It is not recommended that this procedure be done routinely for every interviewee receiving the VDMI. Rather, it is a possibility in cases where the interviewer wishes to obtain very specific and precise bits of data bout the interviewee. The profile which can be obtained by using the above procedure will enable interviewers to judge, in a very specific way, the relative strengths and weaknesses of interviewees on tightly defined dimensions related to vocational decision-making.

Interviewers wishing to use this procedure should make a copy of the profile sheet for each interviewee on which profiles are to be obtained.

TABLES OF NORMS

Normalized Scores for Decision-Making Readiness
(n = 461)

Score	T-Score	Percentile	Percent
0	21	0.4	0.4
1	24	0.9	0.4
2	26	1.5	0.7
3	28	2.2	0.7
4	31	3.3	1.1
5	33	6.3	3.0
6	35	8.7	2.4
7	38	11.9	3.3
8	49	19.7	7.8
9	42	26.7	6.9
10	45	35.4	8.7
11	47	43.2	7.8
12	49	51.0	7.8
13	52	59.0	8.0
14	54	68.8	9.8
15	56	76.1	7.4
16	59	82.2	6.1
17	61	87.9	5.6
18	63	92.4	4.6
19	66	96.3	3.9
20	68	97.6	1.3
21	70	99.8	2.2
22	73	100.0	0.2

Normalized Scores for Employment Relations
(n = 461)

Score	T-Score	Percentile	Percent
2	20	0.4	0.4
3	24	1.3	0.9
4	29	3.9	2.6
5	34	10.0	6.1
6	39	17.4	7.4
7	43	32.3	15.0
8	48	47.9	15.6
9	53	67.9	20.0
10	57	82.6	14.8
11	62	93.5	10.8
12	67	98.9	5.4
13	71	100.0	1.1

Normalized Scores for Self Appraisal
(n = 461)

Score	T-Score	Percentile	Percent
1	17	0.2	0.2
3	22	0.4	0.2
4	25	0.9	0.4
5	27	1.5	0.7
6	30	2.2	0.7
7	32	5.6	3.5
8	35	8.9	3.3
9	37	12.6	3.7
10	40	18.2	5.6
11	42	26.2	8.0
12	45	34.5	8.2
13	47	44.3	9.8
14	50	51.2	6.9
15	52	58.4	7.2
16	55	69.2	10.8
17	57	77.7	8.5
18	60	85.0	7.4
19	62	90.7	5.6
20	65	95.4	4.8
21	67	98.5	3.0
22	70	99.1	0.7
23	72	100.0	0.9

Normalized Scores for VDMI Total Score
(n = 461)

Score	T-Score	Percentile	Percent
6	17	0.2	0.2
8	19	0.4	0.2
9	20	0.7	0.2
11	22	0.9	0.2
14	26	1.1	0.2
16	28	1.5	0.4
17	29	1.7	0.2
18	31	2.8	1.1
19	32	3.9	1.1
20	33	5.6	1.7
21	34	6.9	1.3
22	35	8.7	1.7
23	36	10.2	1.5
24	37	12.6	2.4
25	39	14.8	2.2
26	40	17.6	2.8
27	41	19.5	2.0
28	42	23.0	3.5
29	43	26.2	3.3
30	44	30.8	4.6
31	45	35.4	4.6
32	47	38.4	3.0
33	48	41.4	3.0
34	49	46.0	4.6
35	50	50.5	4.6
36	51	55.3	4.8
37	52	61.2	5.9
38	54	65.9	4.8
39	55	69.2	3.3
40	56	73.1	3.9
41	57	75.3	2.2
42	58	79.2	3.9
43	59	82.6	3.5
44	60	85.2	2.6
45	62	88.1	2.8
46	63	89.8	1.7
47	64	92.2	2.4
48	65	94.4	2.2
49	66	97.2	2.8
50	67	97.8	0.7
51	69	98.5	0.7
52	70	99.1	0.7
53	71	99.8	0.7
55	73	100.0	0.2

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Appendix - Profiling Sheet

Average Item Responses

.00 .05 .10 .15 .20 .25 .30 .35 .40 .45 .50 .55 .60 .65 .70 .75 .80 .85 .90 .95 1.0

Decision-Making Readiness	Information Problems (Occupational Knowledge)	Opportunities and Requirements (#1 - #5) 5 items	0 ... 1 ... 2 ... 3 ... 4 ... 5
		Tasks and Duties (#6 - #9) 4 items	0 ... 1 ... 2 ... 3 ... 4
		Rewards and Punishers (#10-#14) 5 items	0 ... 1 ... 2 ... 3 ... 4 ... 5
	Decision-Making Problems	Acquisition of Information (#15-#18) 4 items	0 ... 1 ... 2 ... 3 ... 4
		Processing of Information (#19) 1 item	0 ... 1
		Skills in Choosing (#20-#22) 3 items	0 ... 1 ... 2 ... 3 ... 4
Employment-Readiness		Intro Items (#23-#25) 3 items	0 ... 1 ... 2 ... 3
	Environmental Problems – Family/ Social	Coercion (#26-#28) 3 items	0 ... 1 ... 2 ... 3
		Lack of Reinforcement (#29,#30) 2 items	0 ... 1 ... 2
	Environmental Problems	Economics (#31,#32) 2 items	0 ... 1 ... 2
		Mobility (#33-#35) 3 items	0 ... 1 ... 2 ... 3
Self-Appraisal	Information Problems (Self Knowledge)	Needs (#36-#39) 4 items	0 ... 1 ... 2 ... 3 ... 4
		Beliefs and Interests (#40-#42) 3 items	0 ... 1 ... 2 ... 3
		Abilities (#43-#46) 4 items	0 ... 1 ... 2 ... 3 ... 4
		Personality (#47-#50) 4 items	0 ... 1 ... 2 ... 3 ... 4
	Decision-Making Problems	Success in Previous Choices (#52-#54) 3 items	0 ... 1 ... 2 ... 3
		Responsibility/ Control (#51,55,56) 3 items	0 ... 1 ... 2 ... 3
		Anxiety/Fear of Decision-Making (#57-#59) 3 items	0 ... 1 ... 2 ... 3

WISCONSIN CAREER INFORMATION SYSTEM

Suggested ways to use the "Wisconsin Career Information System"

1. **Vocational rehabilitation counselors in Wisconsin** can use the WCIS in the following ways:

   - In those local offices that purchased the system, the counselor could help the client explore careers on a one-to-one basis. It is helpful to have a print version, especially the low reading material entitled "Occupational Digest" and the "Career Exploration Workbook" in order to enhance understanding of technical terms and concepts.

   - For local offices that do not have their own WCIS, counselors could negotiate its use through a local school district, university campus, or technical college that operates the system.

   - In the Kenosha, Wisconsin VR District, counselors request use of the WCIS through one of their contracted psychologists. It has proven effective with learning disabled and other clients who have no vocational focus. The psychologist works individually with each client as the client completes the exploratory experiences. The psychologist then meets a second time with each client to go over the results. A computer printout portrays the client's career options, based on the individuals stated likes and dislikes. The VR counselor also reviews assessment results with each client. For younger clients who still live with their parents, the counselor holds a joint client-parent-counselor meeting to review the assessment material once again and start developing the IWRP.

2. **Vocational rehabilitation counselors in other states** could use an approach similar to the one described above, except that they would use the career/occupational information/exploration system used in their area. For additional information about your state's system, consult local/state Job Service Offices, or the state office responsible for labor/industry issues and/or the state occupational information coordinating committee.

3. **Special educators** can use the WCIS (or similar system in their own state) effectively with learning disabled individuals, provided that:

   - each student receives one-to-one assistance in order to enhance understanding of more difficult vocabulary and help translate technical concepts into more meaningful terms;

   - the resulting information is not used as the sole determinant of an individual's career choice.

4. **Individuals with learning disabilities** can benefit from exploring career options using the WCIS or similar systems in states other than Wisconsin. If reading and/or following written directions are problems, arrange for one-to-one help in order to make the results of the exploration as meaningful as possible.

WISCONSIN CAREER INFORMATION SYSTEM

Developed by: Staff of the WI Career Information System, 1078 Educational Sciences Bldg., Unit I, 1025 W. Johnson St., Madison, WI 53706 (608) 263-5601

Contributed by: Cheryl Ranft, Counselor, Division of Vocational Rehabilitation, 712 55th St., Kenosha, WI 53140

The WCIS can be purchased in print form, in computer form for use with a hard disk drive, or for use with MS-DOS or Apple microcomputers with floppy disks. The system can serve a variety of individuals, both youths and adults. The floppy disk software contains the following components.

Career Scan

Career Scan is designed for individuals who are just beginning the career exploration process. The program matches an individual's preferences on several basic occupational characteristics with approximately 800 occupational titles.

Career Selector

Career Selector assists individuals in identifying tentative career choices. It is designed for students/clients having adequate awareness of their interests and preferences. The program encourages use of different combinations of occupational characteristics in an occupational search. Results are virtually instantaneous. The *WCIS Index* is helpful in running this program.

College Selector

College Selector identifies colleges that possess selected descriptive characteristics. Results are virtually instantaneous. This encourages students/clients to try different combinations of college characteristics in order to assist in their college selection. The *WCIS Index* is helpful in running this program.

Resume Maker

Resume Maker (includes *Application Maker*) assists an individual in preparing a simple, chronological resume. The program is not designed for those with extensive work history nor those wishing to present lengthy biographical material, nor is it intended for those whose work experience is best presented in a skills resume. *Application Maker* helps an individual prepare a personalized letter of application.

Financial Aid Scan

Financial Aid Scan is an analysis program to help students/clients and their parents understand and prepare the standard financial aids application. It computes the Student Aid Index (used to compute Pell Grants) and the expected parent contribution based upon information supplied by the use.

Job Hunters' Scan

Job Hunters' Scan helps users understand job hunting skills. The software also shows the interconnections between education, occupations, and industries and cross-references each to yellow page headings.

Career Skills

Career Skills is an analytic and career assessment program that is particularly useful for people with job experience. A *WCIS Index* must be available for use with the program. *Career Skills* references the *Occupations Handbook*. Other supplementary materials used with *Career Skills* include the *Career Skills Workbook* and *Career Skills Cards*.

INDIVIDUALIZED WRITTEN REHABILITATION PLAN

Introduction

In developing IWRPs for clients with learning disabilities, several counselors participating in this project found that it was very helpful to involve all relevant family members in the planning process. In addition, project staff recommend that during the IWRP development process, the counselor ask himself/herself the following questions regarding each client with learning disabilities:

1. Are deficient academic skills a problem for this person?
2. Does this person have problems learning a sequence of tasks?
3. Does this person have a problem managing his/her time?
4. Does this person have problems with inefficiency and errors when performing tasks?
5. Does this person have coordination, spatial orientation and/or dexterity problems?
6. Does this person have social/interpersonal difficulties?

All "yes" answers that have a bearing on the individual's vocational goal should be addressed in the IWRP.

HIGH SCHOOL TEACHER'S SUMMARY OF LEARNING DISABLED GRADUATES' STRENGTHS, WEAKNESSES AND LEARNING STYLES

Suggested ways to use the "High School Teacher's Summary..."

1. **Vocational rehabilitation counselors** could use this information for clients in statuses 10 or 12.

2. **Vocational rehabilitation counselors** can request that all secondary level students referred for VR services have a similar summary of each student's strengths, weaknesses and learning styles included as part of the referral process.

3. **Parents** can show this form to their child's special education teacher and ask that he/she provide a similar summary of their child's strengths, weaknesses and learning styles.

4. **Postsecondary educators** could provide similar summaries to each LD graduate in order to help them develop or seek appropriate employment and/or job accommodations (if necessary).

5. **Staff from community based agencies** could provide similar summaries to each LD individual who completes their training programs in order to help learning disabled individuals develop and/or seek appropriate employment and job accommodations (if necessary).

HIGH SCHOOL TEACHER'S SUMMARY OF LEARNING DISABLED GRADUATES' STRENGTHS, WEAKNESSES AND LEARNING STYLES

Developed by: Joan Cardarella, learning disabilities teacher, LaFollette High School,
702 Pflaum Rd., Madison, WI 53716

Contributed by: Ken Asher, VR Counselor, Madison West VR Office

STUDENT (LEGAL NAME)	STUDENT NUMBER	DOB: YR. MO DAY	SEX	GRADE	DATE
"A"		66 8 30	F	12	May, 1987

Progress to Date

Math

"A" has good computation skills and she is at the sixth grade level in math. Word problems are difficult for her due to the language. Once she knows the procedure for doing a math problem, she can work it through even if she doesn't understand the concepts.

Math needs:
- Vocabulary should be broken down.
- Higher level math problems should be taught one step at a time.
- Extra time should be given for her to complete tests.

English

Spelling is at the sixth grade level. "A" writes at the fourth-fifth grade level. Due to her disorganization, she can't follow a sequence of events. She often forgets the material presented in class that is necessary to complete writing assignments. She has trouble supporting an idea in a paragraph. Her mechanics are at the fifth-sixth grade level.

Writing needs:
- assistance in organizing and proofreading papers to be written;
- discussion of the topic to make sure she understands it.

The student reads at the sixth grade level. Her word attack skills are at the tenth grade level, which makes it seem that she can understand tenth grade material when she can't. It is difficult for her to make inferences and draw conclusions from what she reads. When material is read to her, she can comprehend it.

Reading needs:
- someone to read class material and discuss it with her;
- extra time to complete tests and/or someone to read the test to her.

High School Teacher's Summary..., contd.

Learning Style

"A" is a concrete learner. She needs abstract information explained to her. She learns best if she can see and hear new information. Her positive attitude and high motivation are assets. She always asks for help with her assignments. She is a very responsible person. She has above average typing skills in her Basic Business class. She will need assistance with any typing classes. This might mean re-explaining the directions or showing a sample of what is to be done.

Vocational Plan

The student is a DVR client. Ken Asher is her caseworker. She will be contacting Jerry Lamers (246-6561) at Madison Area Technical College (MATC). She will meet with Kurt Larson at Goodwill (255-0369).

"A" has been accepted into the Clerk Typist Program at MATC for the 1987/88 school year. It is recommended that she take one or two classes at MATC to try them out.

STUDENT (LEGAL NAME)	STUDENT NUMBER	DOB: YR.	MO.	DAY	SEX	GRADE	DATE
"B"		67	7	30	M	12	May, 1987

Progress to Date

Math

"B" is at the fifth-sixth grade level in math. He continues to have difficulty with computational skills. New skills need to be retaught continually in order to retain the processs. His lack of organizational skills also interferes with learning new information.

Reading

Reading recognition is at the fifth-sixth grade level. Reading comprehension is also at the fifth-sixth grade level. "B" is a concrete learner. He does not make inferences easily.

Writing

"B" is unable to write an essay independently. He needs a structured format and vocabulary broken down in order to write an essay supporting a theme. He has good ideas but has difficulty organizing them. He is inconsistent about using written mechanics correctly.

High School Teacher's Summary..., contd.

Learning Style

Student "B" learns best with visual clues. He also benefits from repeated verbal explanations and manipulatives. Real experiences improve language performance and abstract reasoning. Verbal terms must be defined and expanded using diagrams and examples. Repeated drill is necessary for information that must be remembered. Classes that encourage verbal discussions also aid comprehension. In addition, consistent daily structure in academic programming and consistent behavioral expectations are necessary.

Successful Modifications and Intervention Strategies

"B" is successful when instruction is broken down and clearly defined. He needs time to write notes from the board, and listen to verbal presentations in order to process information. In addition, information must be presented in an organized, sequential format.

Work Related Skills

- He is able to find a job independently.
- His attendance is good.
- He is a hard worker.
- He can easily understand and apply information when it is related to something he has already experienced.
- He gets along well in the community using the local transit facilities.
- He gets along well with his employers and fellow employees.

Concern

- He is immature, jokes around, and appears to be less serious than expected for a young adult.

STUDENT (LEGAL NAME)	STUDENT NUMBER	DOB: YR.	MO.	DAY	SEX	GRADE	DATE
"C"		69	7	31	F	12	May, 1987

Progress to Date

Reading

"C" reads at the fourth-fifth grade level. It is difficult for her to make inferences when she reads. Abstract information and vocabulary must be broken down. She needs material read to her at times in order to comprehend it.

Writing

Writing is hard for "C". She has difficulty applying knowledge and supporting statements/questions with details when writing. It is difficult for her to organize her thoughts and write them down.

Needs:
- Help organizing information to write a paper. She doesn't always know the main idea. An outline should be made and she should use note cards to help her organize.
- To tape lectures as well as take notes during class. She should listen to the tapes to fill in her notes. Taking notes in class is difficult for her.

Math

"C" is at the seventh grade level in math. She has good math computation but it is difficult for her to understand math concepts.

Needs:
- extra time to finish math tests;
- vocabulary broken down and explained.

Learning Style

The student is a motivated, hard worker. She is at the concrete level of comprehension. Directions need to be broken down and rephrased. She needs assistance organizing her work. She does best with concrete, experiential and multi-sensory tasks. She needs to ask lots of questions about the material covered. She should think about her questions and gather information before she asks.

Vocational Plan

"C" has been accepted into the Fashion Merchandising Program at MATC. She is a DVR client and she needs to make an appointment with Ken Asher. She has met Jerry Lamers, the Special Needs Person at MATC. She needs to contact him and give him a copy of her IEP so she can receive services from him while at MATC. She needs to sign up at the Truax Learning Center located in the library at MATC.

It is recommended that "C" take one or two classes at MATC next year to see if she can handle it. She might take a class to learn study skills.

INVOLVING PARENTS IN THE REHABILITATION OF CLIENTS WITH LEARNING DISABILITIES

Suggested ways to use "Involving Parents in the Rehabilitation..."

1. **Vocational rehabilitation counselors** could adopt this team approach with all younger clients with learning disabilities who still live with their parents.

2. In order to improve the transition process for students with learning disabilities, **special educators** could suggest that their local rehabilitation counselors become involved in a team approach such as the one described here.

3. **Individuals with learning disabilities and their advocates** can use this approach as a model when requesting services from schools and agencies.

INVOLVING PARENTS IN THE REHABILITATION OF CLIENTS WITH LEARNING DISABILITIES

Developed by: Cheryl Ranft, Counselor, Division of Vocational Rehabilitation, 712 55th St., Kenosha, WI 53140

Contributed by: Cheryl Ranft, Counselor, Kenosha VR Office

An important ingredient in the successful closure of a learning disabled youth's case appears to be active and ongoing participation by the family. If the client is a minor, parental participation is easier to obtain than if the individual is over the age of 18. However, if the prospective client is 18 or above and is still a high school student, I utilize the family dynamics in order to provide valuable insight into the rehabilitation process for the individual. Additionally, I emphasize the team approach. This includes obtaining ongoing feedback from LD teachers, work experience instructors, and others involved with the individual.

At the time of application for vocational services, the counselor is generally provided with the most recent Multidisciplinary Team Report. A letter (see Figure Two) is mailed to the family requesting that they call to schedule an intake interview. (See Figure Three.) If the client is a minor, I request that a parent be present. If the individual is over the age of 18, I ask the parents to come in with the applicant so that I can provide information about our agency and address any concerns they may have. However, the prospective client is always given the option to meet with me alone, since I do ask about sensitive issues such as alcohol and/or drug use. I have met with little or no resistance utilizing this approach.

Though the Kenosha DVR office contracts with three clinical psychologists, the majority of my learning disabled individuals are seen for testing by the psychologist who is also employed by the Kenosha Unified School System. We have tried a variety of methods/psychometrics that we believe would be most useful in addressing the unique concerns of the vocational rehabilitation needs of a person with a learning disability. The Psychologist, Dr. Thomas Fugette, who provided his expertise in assisting the rehabilitation counselors to evolve and "fine-tune" their clinical instruments in a team effort deserves praise and gratitude for his patience and his hard work. Without his invaluable contributions, DVR clients may not have prospered as they have.

At the onset of the project, we chose the following test instruments and procedures:

1. Clinical Interview;
2. Wechsler Adult Intelligence Scale-Revised;
3. Wechsler Memory Scale;
4. Wide Range Achievement Test;
5. Gray Oral Reading Test;
6. Trails A and B;
7. Category Test;
8. Verbal Concept Attainment Test;

9. Bender Gestalt Test;
10. Rorschach;
11. Career Decision Making System.

Utilizing these instruments, recommendations such as those listed below would be generated.

Example One

Recommendations

1. Provide guidance and counseling as appropriate.

2. Encourage completion of current educational programming.

3. Examine feasibility of post high school programming. Miss ________'s limited academic skills would preclude her meeting the demands of any rigorous college program without significant modification, direction, and support. In addition, her academic abilities, even with additional training, would not be sufficient to teach at any level other than the early primary grades. It may be feasible to consider vocational or technical school training that would prepare her for preschool or day care employment. Training in personal, social, and customer services skills should also be considered, given responses on the Career Decision Making System. Jobs that require a great deal of high level academic skills should be avoided.

4. Consider job training and placement services relative to recommendation #3.

Diagnostic Impression

Diagnostic impression is "Mixed Specific Developmental Disability."

Example Two

In another individual's case, the following assessment tools were chosen:

1. Clinical Interview;
2. WAIS-R;
3. Wechsler Memory Scale;
4. Trails A and B;
5. Aphasia Screening;
6. Verbal Concept Attainment Scale;
7. Categories Test;

8. Wide Range Achievement Test;
9. Gray Oral Reading Test;
10. Rorschach;
11. Career Decision Making System.

In the above individual's case, we found significant problems with immediate or responsive reasoning. However, her verbal reasoning and organizational skills are average and appear to be an area of strength. These findings are significant in that we were assessing an individual for possible postsecondary education, with an immediate goal of completing her GED. Looking at the total clinical picture, we found that encouraging involvement in activities enabling her to interact with others in a non threatening environment and achieve some recognition and reinforcement eventually helped her to become job ready.

Current Approach to Assessment

As the reader will note in the examples of the clinical instruments that we used, it was taking a long time to assess each learning disabled client. This was somewhat of a problem for the client, counselor and Dr. Fugette. We felt that further refinement of the clinical instruments was necessary. We chose to shorten the psychological assessment and to provide more time for the family/client team conferences. We found this method to be more useful and practical.

At this time, we are using the following psychometrics:

1. Clinical Interview;
2. Wechsler Adult Intelligence Scale-Revised;
3. Wechsler Memory Scale;
4. Wide Range Achievement Test-Revised;
5. Classroom Reading Inventory;
6. Rorschach;
7. Career Decision Making System.

This group of instruments contributes to greater efficiency in rehabilitation planning. However, it needs to be emphasized that other instruments are utilized as necessary.

The implications of the information that we are able to gather is thoroughly explained in our parent conferences. However, we must keep in mind that we attempt to take a look at the whole individual and not see him/her merely as a collection of numbers on a piece of paper.

At intake, if there are indications and/or realistic plans for considering postsecondary education, the appropriate release-of-information forms are signed by both the client and parent (if the client is a minor) in order to coordinate services with the university's special needs director. The family is encouraged to call the director and arrange a tour of the campus and an interview with the director.

Additionally, since Dr. Fugette is the school psychologist for one of the two public high schools that refer clients with learning disabilities to vocational rehabilitation, I and the other counselors have the added advantage of on-site behavioral observations. Therefore, a team approach that includes all teachers is activated. I serve as a coordinator with all concerned Kenosha Unified School District providers, the family, and most importantly, the applicant for vocational services.

Once all of the required diagnostic information has been obtained, the family conference is scheduled to review this data and begin formulating vocational plans. I have seen a need for family education on the nature and vocational implications of the youth's learning disability. These concerns are addressed from intake to successful closure of a case file, but most emphatically at the family conference. I find that parents express a significant amount of anger and frustration with the school system for not "fixing" their child's reading or mathematical problems.

In order to emphasize consistently the importance of the family unit in the rehabilitation process, our psychologist is extremely flexible in setting up testing times that are convenient to the family's schedule. For example, if the prospective learning disabled client is incarcerated, our psychologist will see him/her at the jail. If there is a mobility/transportation problem, he will see the individual at the client's home and/or after the usual working hours, if necessary.

Generally, those in attendance at the family conference are the client, parents, psychologist and this counselor. My concerns are to review the relevant diagnostic data and capitalize upon the strengths of the individual. This conference is not time limited, so that all present have enough time to air their major concerns. Additionally, if required, we meet for a family conference as often as necessary, depending upon the needs of the client.

In summary, though it may be difficult to objectify the statistical significance of family involvement in both the general wellness and successful rehabilitation of the learning disabled individual, at the very least, participants express satisfaction with the team effort.

Figure Two

State of Wisconsin DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF VOCATIONAL REHABILITATION
712-55TH STREET
KENOSHA, WISCONSIN 53140
(414) 656-6453
TDD (414) 656-6432

Dear Parent(s): RE:

Your child has been referred to our agency by Kenosha Unified for the purpose of beginning to plan vocational services.

As an exceptional education child, he (she) may be eligible for many services that you may not be aware of. Additionally, as we are approaching his (her) last year or two of high school, it is certainly not too soon to make plans for his (her) future.

Our first appointment would be an intake interview where your questions and concerns will be addressed. I encourage you to call me as soon as possible at 656-6539 so that we may schedule an appointment. I look forward to hearing from you soon.

Sincerely,

Cheryl Lea Ranft, Counselor
Vocational Rehabilitation

CLR/jk

Figure Three

Intake Interview

WISCONSIN DEPARTMENT OF HEALTH AND SOCIAL SERVICES Client No.____________
Division of Vocational Rehabilitation Dist. No.____________
CLIENTS CASE NOTES Counselor No.____________

A. Last Name First Name Initial	F. Referral Source G. Age Date of Birth Mo. Day Year H. Sex 1 2 M F	M. SSI and SSDI at Referral SSI SSDI
B. Address Street and Number	I. Referral Status ___00 ___02 J. Residence K. Sub-Prog	___0. ___0. Not an applicant ___1. ___1. Applicant Allowed ___S. ___T. Trust Fund
City County & Kenosha Code 30 Zip Code	L. Disability as Reported (Describe) Code	___2. ___2. Applicant Denied ___3. ___3. Pending
C. Telephone Number Area D. Social Security Number	E. Refer Date Mo. Yr.	___4. ___4. Not Known ___5. ___5. Benefits Discontinued or Terminated

DO NOT DUPLICATE INFORMATION RECORDED ON OTHER FORMS

Referred By	Place of Interview	Date
Bob Aceto, Bradford High School	Office	2/27/89

Client appears to be: ____Severely Disabled ____Not Severely Disabled

Include the following in initial intake notes: 1) Disability, 2) Social, 3) Educational, 4) Vocational, 5) Financial, 6) Tenative Planning, 7) Rationale for Severity of Disability Decision.

Intake interview with client on this date: 2/27/89

Explained and discussed the application face-sheet information with client. The purpose and goals of DVR were explained, discussed and reviewed. The issue and policy of confidentiality were explained to client.

After several scheduling problems, intake done on above date with this 17 year old single Caucasion male high school Senior. Most recent M-team data available (4/2/87) indicate that this young man's learning difficulty was identified at the end of first grade, noting concern with attention span, memory and distractibility. In above report, Dr. Mercier notes a WISC-R FSIQ of 84 with individual subtest scores ranging from 5-12. She also indicates that achievement scores are as follows: word rec. = 6.0, spelling = 4.0, reading comp. = 9.0, and math calc. = 9-10th grade. Mike reports that all of his current classes are in regular education with resource room use, particularly for Algebra. Last quarter grades were reported to be 4 C's and an F in Algebra. Mike indicates that he has worked hard since that time and that all of his grades have gone up.

Mike was born in Kenosha and presently resides with his mother, stepfather and 13 year old stepbrother. He has a 21 year old stepbrother, now in the Navy, who is also LD. Mike's natural parents have been divorced since Mike was about a year old and his stepfather has known and raised him

Figure Three, contd.

since that time. Mike denies the use of alcohol and illicit drugs, has had no major surgeries (and presently no medical concerns) and reports involvement in baseball, basketball and golf. Mike has a driver's license.

As indicated above, Mike is a Senior at Bradford High School and is expected to graduate in June 1989. His plans are to participate in postsecondary education with an expressed interest in Physical Education. He has been on the LaCrosse campus and met with J. Reinert, Special Needs Coordinator. Application was made to Whitewater also, but the family has not heard anything from there as yet. This writer indicated that the three state schools presently known to have expertise in working with LD students are Oshkosh, Whitewater and Madison. Mike was encouraged to explore those possibilities as well, though it was made clear that all school programs are subject to the approval of Mr. Riley. Current vocational information was reported as working at Sentry Food Stores as a bagger beginning last November. The client had to quit after six weeks due to poor grades. He had also been at the Kenosha Country Club (bussing) and will return there for about 10 hrs./wk. @ 3.35/hr. on 3/3/89.

Chronical History

Date: 2/27/89 Name______________________________ Case No.______________
(Last name first)

1) Send release of information to Bradford, re: transcripts, current grade report and consult with Ms. Tews; 2) Placement into LD Project; 3) Complete current education program; 4) Psychological with Dr. Fugette; 5) General medical examination with Dr. Davis; 6) Counseling and guidance with vocational exploration, consider meeting with Wayne Behrens; 7) Consider postsecondary education if appropriate. CLR

LEARNING DISABLED ADULT CLINICAL INTERVIEW

Suggested ways to use the "Learning Disabled Adult Clinical Interview"

1. **Vocational rehabilitation counselors** could use the Adult Clinical Interview in the development of the Individualized Written Rehabilitation Plan.
2. **Vocational rehabilitation counselors** could use this form for program development.
3. **Vocational evaluators** could use this form as part of the assessment process.
4. **Special educators** could complete this form on graduates referred to vocational rehabilitation for service.

LEARNING DISABLED ADULT CLINICAL INTERVIEW

Developed by: National Center for Learning Disabilities, Woodrow Wilson Rehabilitation Center, Box 125, WWRC, Fisherville, VA 22939. Reprinted with permission.

EDUCATIONAL HISTORY

What is the highest grade that you finished in school? ______________________________

Tell me what school was like for you. ______________________________
____

What was hardest? ______________________________

Did you receive any special classes or tutoring? For what subjects? ______________________________
____

Were they resource or self-contained classes? ______________________________

How do you think you learn best - by being told, being shown, doing it yourself, or a combination of these? ______________________________

Tell me about your reading skills. What kinds of things are easy for you to read? What is difficult for you? ______________________________
____

Is it sometimes difficult for you to understand things, even though you can read all the words?
____

What parts of the newspaper do you read? ______________________________

How well do you understand it? ______________________________

Tell me about your spelling skills. ______________________________
____

How are you at writing down your ideas, like in a letter or a paper for school? ______________________________
____

What are your math skills like? ______________________________

How well do you add/subtract/multiply/divide? ______________________________

How well do you do daily math related chores, like managing money or keeping a checkbook?

___

How well can you measure things (linear and volumetric)?

___

SOCIAL HISTORY

Tell me about your family. Who do you live with? ___

How do you and your family members get along? ___

How many brothers and sisters do you have? How old are they? ___

Do any of your family members have a learning disability or other related problems?

___

___

Tell me about your friends. Are they around your same age, older, younger? What types of things do you do together? ___

Do you have any hobbies or special interests? ___

MEDICAL

Did you have any serious illnesses or high fevers as a child? ___

Have you ever had a head injury? How old were you? Did you pass out? For how long? Did you notice anything different about yourself afterward (e.g., dizziness, memory, attention, temper)? Tell me about your general health. ___

___

How is your vision? Do you wear glasses or contact lenses? Are you near-sighted or far-sighted? ___

How is your hearing? ___

Do you have a good sense of balance? ___

Can you work well with your hands? Do you enjoy working with your hands? ___

___

Has a doctor ever restricted you from participating in any activities? ______________________
____

PSYCHOLOGICAL ADJUSTMENT

How well do you get along with other people -- your friends and co-workers? ______________
____

How easily do you make new friends? ______________________________

Do you ever get in fights? Did you when in school? ______________________

Are you willing to wait for things you need or is it hard for you to be patient? ______________
____

Do you get upset easily if things around you begin to get hectic and tense?
____

How easily do you ask for help in doing something? What if you're not sure how to do something? ______________________________

Tell me how you feel about yourself. ______________________________

What are some of your good qualities? ______________________________

What would you like to change about yourself? ______________________
____

Do you get down on yourself a lot? About what? How long does it last? ______________
____

COGNITIVE PROCESSES

How good are you at judging the distance from place to place? For example: between cities, from ____________ to ____________. ______________________
____

How good are you at working puzzles? ______________________________

How good are you at playing catch? ______________________________

What is your memory like -- for recent events, for things that happened in the past, for details like dates and phone numbers? ____________________

If someone gives you a list of several things to do, are you able to remember them in the correct order? ____________________

After you learn something, are you able to remember it the next day or several days later? ____________________

What kinds of things do you do to help yourself remember things? ____________________

Can you keep your mind on your job long enough to complete it? ____________________

Are you able to ignore noise or movement around you when you work? ____________________

When you try to learn something new, can you keep your mind on it? ____________________

Do you make snap decisions or take a long time? ____________________

Tell me about how you react if something happens to change your plans, for example, you can't get to an appointment because your car broke down. ____________________

VOCATIONAL

Tell me about your goals. What job would you most like to have? ____________________

What kinds of jobs have you had? ____________________

Have you ever been fired from a job? Tell me about it. ____________________

What are some of your good work-related characteristics? ____________________

Learning Disabled Adult Clinical Interview, contd.

How could you improve to be a better worker? ____

____

Have any of your employers made changes in your job to make it easier for you? Were they aware that you had a learning disability? ____

____

Is there anything else about yourself that we have not discussed that you would like to mention?

____

____

MAJOR AREAS TO CONSIDER DURING THE VOCATIONAL REHABILITATION PROCESS

Suggested ways to use "Major Areas to Consider..."

1. **Vocational rehabilitation counselors** could use the six topic areas listed on this sheet when developing each learning disabled client's IWRP. For example, the counselor would ask in regard to each client, "are academic skills a problem for this person or not?"; "is time management a problem for this individual or not?"; and so forth. The list would thus serve as a prompt so that the counselor would not accidentally overlook an area of the clients functioning that might have a bearing on achieving the client's vocational goals.

2. **Special educators** could use the list as a guide to help individuals with learning disabilities prepare a brief functional description of their skill areas, problem areas, and compensation strategies.

MAJOR AREAS TO CONSIDER DURING THE VOCATIONAL REHABILITATION PROCESS

Quoted from: Dale Brown (Jan-Feb, 1982). Rehabilitating the learning disabled adult. American Rehabilitation, 7(3).

A. Deficient Academic Skills. Dianne was a poor secretary because of her trouble with writing, spelling, and reading. Jill and Mary Ann needed accommodations in order to attend school that would prepare them for work. Darold's parents helped him to learn to measure wood. Other common problems include difficulty making change and using a cash register.

B. Problems Learning a Sequence of Tasks. Supervisors report that it takes longer to train some learning disabled adults to do activities which require that tasks be done in a set order. Examples include, changing a vacuum cleaner bag, tuning a car, and getting a form signed by several people.

C. Time. Some learning disabled adults have trouble being on time. Most people have this sense ingrained, but those who lack it often come to work late or overcompensate by coming in early. They may have difficulty with deadlines. (Mary Ann has a timer which she keeps in her pocket to help her cope with this difficulty.)

D. Inefficiency and Errors. When Dianne was a secretary, she made many errors. She learned various ways of coping, but as she became more careful, she slowed down. For example, when she typed a letter, she had to be sure that it included everything and that the words were spelled correctly. This took extra time. If her boss had demanded a certain number of letters per day, she would have been unable to meet production standards. She would have had to choose between carelessness and slowness, both of which would have resulted in retention problems.

E. Clumsiness. Some learning disabled people have poor coordination. This occurs for many reasons. Some have neurological difficulties, while some might not perceive correctly through their sense of touch. They might have minimal associated reactions or difficulty crossing the center of their bodies with their limbs. They might have a poor sense of balance. People with visual perceptual problems often appear clumsy. For example, a man with visual perceptual problems often bumped into objects because he didn't see them in the right place.

F. Social Skills Problems. For some people, skills problems are part of the handicap of learning disabilities. Due to their perceptual problems, they may have trouble understanding others. A person who cannot visually discriminate between light and dark colors will be unable to see the difference between a stare and a thoughtful look. Someone who can't hear the difference between the "v" and "b" sound may be unable to tell the difference between an angry voice and an excited voice. People with auditory perceptual handicaps work so hard to understand the words of a statement, they may ignore the nonverbal meaning. This confusion can cause them to respond incorrectly.

POSTSECONDARY SPECIAL NEEDS REFERRAL FORM

Suggested ways to use the "Postsecondary Special Needs Referral Form"

Vocational rehabilitation counselors can attach this form to the learning disabled individual's Individual Written Rehabilitation Plan (IWRP) and send it to the postsecondary school that the client is interested in attending. It can be used to inform the postsecondary school of the support services that will be necessary for the learning disabled client. The form also authorizes the vocational rehabilitation service to send the learning disabled students' IWRP to the postsecondary school.

POSTSECONDARY SPECIAL NEEDS REFERRAL FORM

Developed by: Michigan Department of Education and Michigan Bureau of Rehabilitation and Disability Determining Services, P.O. Box 30010, Lansing, MI 48909. Reprinted with permission.

Name______________________________ Date of Birth________ Student ID No_________

Address (No. & Street)____

City____________________ State______ Zip__________

Special Needs Coordinator/Counselor______________________ School________________

Referring Counselor________________________ District Office________________

Address (No. & Street)____

City____________________ State______ Zip__________

Telephone No.______________ Referral Date______________

I authorize MRS to provide the above named special needs program a copy of my individualized written rehabilitation plan (IWRP) and other information necessary regarding my rehabilitation program. I also authorize the Special Needs Program to provide copies of my grades each semester to MRS

Client Signature______________________________ Date__________

Attached is a copy of the client's individualized written rehabilitation program (IWRP). This document verifies the client's eligibility for MRS services, the job goal, and rationale for selecting this goal. Such rationale is based on an evaluation of the client's aptitudes, interests, abilities, functional/vocational limitations, and projected job market. Further, the IWRP states the client plans to enroll in an occupational education course/program at your institution for the purpose of developing necessary job skills.

Based on the MRS assessment, I believe, the following support services will assist the client to succeed in the occupational course/program:

____ Counseling
____ Tutorial Services
____ Curriculum Modification
____ Special Instructional Equipment
____ Interpreter Services
____ Learning Station Modification
____ Notetaker
____ Reader
____ Technical Math, Reading, and Writing
____ Specialized Vocational Tools
____ Writer/Scribe
____ Instructional Aide

If I may be of further assistance, please call me at the district office telephone number provided above. I look forward to working with you on this client's behalf.

TECHNIQUES USED BY VR PERSONNEL TO IMPROVE THE IMPLEMENTING OF THE IWRP FOR LD CLIENTS

Suggested ways to use "Techniques Used by VR Personnel..."

1. **Vocational rehabilitation counselors** could use these techniques during face to face contact with learning disabled clients to improve the client's comprehension of the material being discussed.

2. **Vocational rehabilitation counselors** could give this form to persons who are providing services to learning disabled individuals to assist them in working with LD clients more effectively.

3. **Special education teachers** could give this form to regular and vocational teachers to help them work more effectively with LD students.

TECHNIQUES USED BY VR PERSONNEL TO IMPROVE THE IMPLEMENTING OF THE IWRP FOR LD CLIENTS

Reprinted from: Carl E. Cato and B. Doughlas Rice. (1982). Report from the study group on rehabilitation of clients with specific learning disabilities. St. Louis, MO: Ninth Institute on Rehabilitation Issues. State of Arkansas, Department of Human Services, P.O. Box 3781, Little Rock, AR 72201

A. Communication Techniques. The counselor and the diagnostician in giving instructions or information must remember to:

1. Reduce the rate at which words are spoken.

2. Articulate with more precision.

3. Use clear and simple language.

4. Reinforce spoken communication with alternative words or phrases of similar meaning.

5. Divide a long series of directions into short sequences.

6. Restate the information or instruction as often as necessary. (The facial expression of the client will often reflect that the message has not been processed).

7. Do not show impatience with delayed response time or with slow rate of verbal expression (speech) of the client.

8. Do not attempt to hurry or speed up the client's rate of verbal expression. This results in disorganization of the thinking process and word retrieval ability of the client, who may then simply withdraw from that particular communication interchange.

9. Assist the client in self-expression when difficulties in word retrieval (dysnomia) occur.

10. Double check that the client has understood completely an important piece of information or direction by asking that it be repeated by the client. When in doubt, write it down.

Such simple techniques will greatly increase the comfort and productivity levels of the client with language processing difficulties.

B. General Implications for IWRP Implementation.

1. Vocational rehabilitation counselors should develop and maintain current knowledge of appropriate planning strategies to enable specifically learning disabled clients to develop and attain employment goals.

2. Although state agency staff may have limited planning experience with the SLD population, available techniques and aids for learning can be utilized and incorporated into planning efforts.

3. A rehabilitation program of services for SLD clients must be realistic, well defined, and individually tailored to accommodate the various and unique needs of this population.

4. Guidance and counseling services are critical to appropriate selection of employment goals that fall within SLD clients' capabilities.

5. Consideration should be given to the job market and SLD clients encouraged to work towards reasonable employment goals.

TRAINING

Introduction

Client-related Issues

Before referring clients with learning disabilities or purchasing services from a training program, the counselor should determine how effectively that training program adjusts its content, instructional materials, teaching methods, student performance measurement/testing procedures, and class management procedures to meet the needs of students with learning disabilities. This section contains several examples of how such modifications might be made, as well as examples of effective ways to provide support services.

Several counselors participating in this project have found on-the-job training (OJT) to be very useful for clients with learning disabilities. Frequently, OJT is performed most productively by purchasing the services of a job coach who can provide the detailed demonstration, performance feedback, supervised practice, and "social situation" feedback needed by many individuals with learning disabilities. It is important to note, however, that many LD individuals do not wish to be publicly identified as such, whether in the school environment or employment setting. For those individuals, the counselor will have to develop a schedule of support/monitoring that respects the client's desire for confidentiality. The counselor could, for example, contact the person at home, or consider meeting students in the school cafeteria, where meetings and conversations with acquaintances are common. Such informal approaches are often appreciated by students and trainees. One agency support staff held regular "office hours" in the corner of the local technical college's cafeteria, and students who wanted to see her stopped at her table. During times that no one was conversing with her, she completed paperwork.

Staff Development Issues

Some of the examples presented in this section could be used effectively during VR staff development /training sessions. For example, it is beneficial to all counselors to be aware of their own preferred learning style, because people have a tendency to present information to others in the same way that the presenter learns best. Unfortunately, many who receive this information may not prefer that approach. Individuals with learning disabilities may not be able to benefit from certain communication styles (spoken, written) at all. The counselor must develop the habit of presenting information in the form that the client understands best, and not rely predominately on the form that the counselor feels most comfortable with.

ASSISTING STUDENTS WITH LEARNING DISABILITIES IN A UNIVERSITY CLASS

Suggested ways to use "Assisting Students with Learning Disabilities..."

1. **Vocational rehabilitation counselors** can use this list as a source of ideas when negotiating with postsecondary educators regarding what services are needed by clients with learning disabilities.

2. **Postsecondary support staff** can use this list as a frame of reference when working with instructors to develop modifications for individuals with learning disabilities. Support staff could also share these ideas during presentations to faculty groups.

3. **Individuals with learning disabilities and their advocates** can use this list as a reference when determining the types of instructional modifications that they may need. The list can also be very helpful when discussing possible instructional adaptations with instructors.

ASSISTING STUDENTS WITH LEARNING DISABILITIES IN A UNIVERSITY CLASS

Quoted from: Cathleen M. Trueba. (March, 1989). LDialogue. Spectrum. Madison, WI: University of Wisconsin, McBurney Resource Center, page 4.

As the number of college students with learning disabilities continues to grow, faculty and teaching staff are becoming more familiar with support services provided to these students through the McBurney Resource Center. The service most frequently utilized by LD students has been testing accommodations. Requests such as additional time on exams, or an oral exam instead of a written exam, are increasingly recognized by instructors as reasonable and appropriate. More and more instructors, however, are requesting additional information on how they might work more successfully with LD students in the classroom. The following list of suggestions is taken from the McBurney Resource Center pamphlet entitled "College Students with Learning Disabilities."

1. Provide students with a detailed course syllabus. Make it available before Registration Week. This will allow students to plan a balanced courseload before school begins.

2. Clearly spell out expectations before the course begins (e.g., grading policy, material to be covered, due dates).

3. Start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.

4. Present new or technical vocabulary on the blackboard, on an overhead, or use a student handout. Terms should be used in context to convey greater meaning.

5. Give assignments both orally and in writing to avoid confusion.

6. Before exams, provide study questions that demonstrate the format, as well as the content, of the test. Explain what constitutes a good answer and why.

7. Provide adequate opportunities for questions and answers, including review sessions.

8. Provide extra time on exams.

In addition to providing academic support, demonstrate your awareness that there may be students with "invisible disabilities" in your course. Invite students with special learning needs to contact you after class and arrange an appointment to discuss their needs privately. Be open to the student who requests a meeting during office hours to discuss his/her concerns regarding your class. This isn't an easy conversation for many students. Knowing that the instructor is genuinely interested and open-minded will help alleviate some concerns students might have in disclosing their learning disability and foster an open teacher/student dialogue.

BETTER GRADES BY PLANNING A BETTER STUDY SCHEDULE

Suggested ways to use "Better Grades by Planning a Better Study Schedule"

1. **Vocational rehabilitation counselors** could give this study schedule to learning disabled students at the postsecondary level to help them improve their study habits.

2. **Learning Center instructors** could use this form to assist students to develop appropriate study habits.

3. **Special educators** could incorporate the study schedule into their curriculum to help students study secondary school courses.

4. **Learning disabled students in postsecondary schools** can use techniques to improve their study habits.

BETTER GRADES BY PLANNING A BETTER STUDY SCHEDULE

Adapted from: The Rancho San Tiago College Learning Center Materials, 17th at Bristol, Santa Ana, CA 92706. Reprinted with permission.

A carefully planned study schedule is the key to success in school. Not even the brightest student will achieve his potential without proper study skills and without a proper study schedule.

1. **Plan a balanced schedule**. Some of your time requirements are fixed, others are flexible. Some of the most frequent ones you must keep in mind are:
    Flexible: sleeping, study, recreation, helping at home
    Fixed: eating, classes, clubs-church, work

2. **Do justice to each subject**. Some subjects require more time than others. Some subjects need to be studied more frequently than others. Some subjects involve memory work, others require understanding. If you are a slow reader or have other study deficiencies, you may need to plan more time.

3. **Study at a regular time and in a regular place**. It is very important to establish regular habits of study. It saves a lot of time just knowing what you are going to study and when. In your schedule avoid such generalizations as "study." Commit yourself to a definite subject at a definite hour.

4. **Block out your study time in one hour periods**. Your ability to concentrate decreases and you begin to tire rapidly after a one hour period. Take a short (five minute break) and switch to another subject. Do not study similar subjects consecutively.

5. **Study against the clock**. Set yourself a time goal and try to attain it. This will keep your concentration and attention at top efficiency.

6. **Study soon after a class in which you took class or lecture notes**. An hour spent studying organizing, understanding and reviewing lecture and class discussion notes right after such a class is worth five hours spent a few days later. Review your lecture and class notes while they are still "warm."

7. **The SQ4R method will improve your study efficiency**. SURVEY - QUESTION - READ - RECITE - "RITE" - REVIEW.

8. **Recitation will help to develop memory and comprehension**. Organize your notes in a question and answer form. Use your own words in formulating your answers about the main ideas and important details of the study materials. If you develop proficiency in asking questions you will learn to predict the questions your instructor may ask.

9. **Include time for spaced review.** A regular weekly period for cumulative review covering all the work learned previously should be included for each subject.

10. **Reading and studying is THINKING.** Good notes containing key ideas expressed in your own words and your own reactions and comments on the study materials are the best foundation for comprehension and for remembering what you have learned. If you think as you read and study you will be successful in school.

CAN YOU SPELL THESE WORDS?

Suggested ways to use "Can You Spell These Words?"

1. **Vocational rehabilitation counselors** could give this technique to training professionals for use with learning disabled clients. This technique may need to be explained to the learning disabled client and assistance provided in using the technique.
2. **Learning Center instructors** could use this technique as a part of their strategy to improve the spelling skills of learning disabled students.
3. **Special educators** could include this technique as part of their strategies for helping learning disabled students improve their learning skills.

CAN YOU SPELL THESE WORDS?

Developed by: Jeffery Barsch, Learning Disability Clinic, 4667 Telegraph Rd., Ventura College, Ventura, CA 93003

Opportunity
Privilege
Sovereignty
Necessity
Irresistible
Precious
Exaggerate

If you missed more than one of these words, chances are you need extra help in spelling. Review the material in this paper.

Recent research has found that students with spelling problems may benefit from a learning approach which uses seeing, hearing, and touching all at the same time. It may also be helpful to involve your muscles in learning to remember spelling words. See if the exercises below will help you remember a spelling word.

Clap Vowel-Snap Consonant

Each consonant letter is spoken in accompaniment to a bilateral snap of the fingers and each vowel is voiced in accompaniment to a hand clap. Pace should be slowed to allow for the actions to be synchronized without loss of cadence.

Foot Thrust

As each letter is spoken the right foot should be extended in a modest kicking action toward the letter. Maintain the same pace for three trials. On the second day kick with the left foot, on the third day with the right foot and on the fourth day with the left foot. The leg thrusting should not significantly disturb sitting balance.

Consonant Stomp

Only the vowels are given voice in this exercise. Consonants are expressed by stomping the right foot. For example: the word basket would be expressed as stomp-A-stomp-stomp-E-stomp. Say the consonants silently as you stomp. Hold to the cadence. In the four day sequence two days should be enacted with the left foot.

Vowel Whistle

As the list is voiced letter by letter in cadence a quick, sharp whistle is substituted for the voicing of the vowels. Each vowel is expressed by a whistle while consonants are expressed as letter names. Cadence should be carefully maintained. The whistling action should allow for considerable latitude in finesse.

Can You Spell These Words?, contd.

Desk Tracing

Using the index finger of the writing hand as a "pencil" speak and "write" each letter simultaneously, following a cadence. Writing is done on the smooth surface of a desk or table. Visual attention should remain centered on the master display line with no attention given to the action of the "writing" hand. Cursive or manuscript styles may be tried.

Vowel Soft-Consonant Loud

Speak each consonant in a large voice while speaking each vowel in a small voice. Vocal contrast in volume of utterance between vowels and consonants is the goal. On successive days vowels may be given "large" voice while consonants are assigned small voice. Vary the pattern for interest.

Characteristics of Poor Spellers

The study of Triggs and Robbins (1944) serves as a typical illustration of such investigations. They identified five major traits among adults classified as poor spellers:

"1. Poor spellers do not proofread or check their writing.

2. They commonly mispronounce the words, they misspell and tend toward unclear articulation.

3. Instead of trying to learn new spellings they substitute other words for those which they cannot spell.

4. They are poor in language skills generally, including reading.

5. They are poor in penmanship, careless in forming letters."

Can you improve in these areas?

CHARACTERISTICS OF UNIVERSITY STUDENTS WITH LEARNING DISABILITIES

Suggested ways to use "Characteristics of University Students with Learning Disabilities"

1. **Vocational rehabilitation counselors** can review this description in order to refresh their understanding of the functional manifestations and academic implications of learning disabilities.

2. **Postsecondary support staff** can use the description to help faculty and staff understand the functional manifestations and academic implications of learning disabilities and thus see the need for appropriate accommodations/modifications to meet learning disabled students' needs.

3. **Individuals with learning disabilities and their advocates** can use it as a starting point when working with teachers to develop appropriate academic accommodations/modifications.

4. **Staff responsible for inservice training/staff development** can use it as a resource in their unit on serving students with learning disabilities effectively.

CHARACTERISTICS OF UNIVERSITY STUDENTS WITH LEARNING DISABILITIES

Quoted from: Anna Gajar, Ph.D. (1986). Assisting the learning disabled. University Park, PA: The Pennsylvania State University, pages 23-26. Quoted with permission. The complete publication is available from Dr. Anna Gajar, The Pennsylvania State University, 226B Moore Bldg., University Park, PA 16802. Pre-payment of $11.00 is required. Make the check or money order payable to "The Pennsylvania State University."

The following list was compiled by Clyde-Snyder (1982).[1] The most frequently noted items, especially those presented in self-reports, are identified by an asterisk (*).

1. Short attention span.

2. Restlessness.

3. Distractability. The student seems especially sensitive to sounds or visual stimuli and has difficulty ignoring them while studying.

4. Poor motor coordination. This may be seen as clumsiness.

5. Impulsivity (responding without thinking).

6. Perseveration. The student tends to do or say things over and over. The mechanism that says "finished" does not work well.

*7. Handwriting is poor. Letters are not well formed, spacing between words and letters is inconsistent, writing has an extreme up or down slant of an unlined page.

*8. Spelling is consistently inconsistent.

*9. Inaccurate copying. The student has difficulty copying things from the chalkboard and from textbooks. For instance, math problems may be off by one or two numbers that have been copied incorrectly or out of sequence.

*10. Can express self well orally but fails when doing so in writing. In a few cases the reverse is true.

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[1] Clyde-Snyder, M. (1982). Criterion and behavioral checklist for adults with specific learning disabilities. In: The Helds Project Series, Central Washington University, Appendix A, 25-27.

Characteristics of University Students with Learning Disabilities, contd.

*11. Inaccurate copying. The student has difficulty copying things from the chalkboard and from textbooks. For instance, math problems may be off by one or two numbers that have been copied incorrectly or out of sequence.

*12. Marked discrepancy between listening and reading comprehension.

*13. Has trouble with variant word meanings and figurative language.

*14. Has problems structuring and organizing time. The student is frequently late to class and appointments. The student lacks a "sense" of how long a "few minutes" is opposed to an hour. The student experiences problems pacing him/herself during tests.

*15. Has problems structuring and organizing space. The student has difficulty concentrating when in a large, open area, even when it is quiet. The student may over-or under-reach when reaching or placing objects (difficulty with depth perception).

*16. Has difficulty spacing an assignment on a page. For example, math problems are crowded together.

*17. Thoughts wander and/or are incomplete in spoken and written language. The student may also have difficulty sequencing ideas.

*18. A student's hearing acuity may be excellent, but the processing of sounds used in words, or the sequence of what the student hears may be out of order. For example, the student hears "aminal" instead of "animal" and may say and/or write "aminal."

*19. A student may have 20/20 vision but when processing visual information (for example, pictures, graphs, words, numbers) the student has difficulty focusing his/her visual attention selectively. In other words, everything from a flyspeck to a key word in a title has equal claim on attention.

*20. Word retrieval problems. The student has difficulty recalling words that have been learned.

21. Misunderstands nonverbal information, such as facial expressions or gestures.

22. Very slow worker, but may be extremely accurate.

23. Very fast worker, but makes many errors and tends to leave out items.

24. Visual images. Has 20/20 vision but may see things out of sequence -- for example, "frist" for "first," "961" for "691." A student may see words or letters turned around or upside down -- for example, "cug" for "cup," "dub" for "bud," "9" for "6," or "L" for "7," and so forth.

Characteristics of University Students with Learning Disabilities, contd.

25. Makes literal interpretations of what is said.

26. Judges books by their thickness because of laborious reading.

27. Has mixed dominance.

28. Moodiness, quick tempered, easily frustrated.

*29. Lacks eye contact. Feels uncomfortable when talking to others.

30. Has trouble answering "yes" or "no" to questions.

University LD students exhibit many positive attributes. These attributes contribute significantly to the student's success in a demanding environment. These attributes include the following:

1. Motivation;

2. A strong desire to learn about personal strengths and weaknesses;

3. Compliance upon understanding of personal strengths and limitations;

4. An achievement orientation;

5. Cooperativeness;

6. A strong desire to please significant others in the academic, home and community environment;

**7. A willingness to commit large amounts of time and energy to academic pursuits;

8. Persistence in spite of or in face of failure.

These items should prove beneficial in the process of identification and diagnosis of the university LD student. Behavioral characteristics add credibility to psychological reports and records and serve as an additional basis for classification/diagnosis.

CHECK LIST FOR EFFICIENT STUDY TECHNIQUES

Suggested ways to use "Check List for Efficient Study Techniques"

1. **Vocational rehabilitation counselors** could give this check list to learning disabled clients who are enrolled or enrolling in postsecondary institutions. Counselors can follow-up to see if the client is using the check list and if it is effective.

2. **Learning Center instructors** could incorporate this check list into the curriculum on learning. Follow-up should be conducted to check on the effectiveness of the checklist and to determine if additional assistance is needed.

3. **Learning disabled students at the postsecondary level** could use this check list to improve their study habits.

4. **Secondary educators** could use this check list to assist those learning disabled students who are planning on going to postsecondary institutions.

CHECK LIST FOR EFFICIENT STUDY TECHNIQUES

Developed by: The Rancho San Tiago College Learning Materials, 17th at Bristol,
Santa Ana, CA 92706. Reprinted with permission.

Can you think of anything that prevents you from doing your best work?
Have you made every effort to change this condition?
Do you at times try to analyze your work to see just where you may be weak?

PREPARING FOR STUDY

____ 1. Do you usually study every day in the same place?
____ 2. Do you usually know in the morning just how you are going to spend your day?
____ 3. Does your desk have anything on it that might distract you from your work?

AS YOU STUDY

____ 1. Do you usually survey a chapter before reading it in detail?
____ 2. Do you usually read the summary at the end of the chapter before reading the chapter?
____ 3. Do you usually glance through a chapter making the paragraph headings into questions before reading it in detail?
____ 4. When studying, do you frequently skip the graph or table in your textbooks?
____ 5. Do you frequently make simple charts or diagrams to represent points in you reading?
____ 6. When you find a word in your reading that you do not know, do you usually look it up in the dictionary?
____ 7. Do you usually try to summarize your reading in a sentence or a short paragraph?
____ 8. After you have read a chapter and taken notes on it, do you usually write a summary of the chapter as a whole?
____ 9. Do you constantly try to use facts you learn in one course to help you in other courses?

IN CLASS

____ 1. Do you keep your notes for each subject all together?
____ 2. Do you usually take your lecture notes in a form which is meaningful to you?
____ 3. Do you usually take your notes on your reading in outline form?
____ 4. Do you usually listen to the lecturer and then write down the complete thought in your own words in your notes?

EXAMINATIONS

____ 1. Do you get a good night's rest the night before an examination?
____ 2. In preparing for an examination, do you try to memorize important principles and ideas?
____ 3. When memorizing something, do you use spaced learning?
____ 4. Do you often write the answer to a question and then realize that it seems to be the answer to some other question on the examination?

DEVELOPING YOUR THINKING ACTIVITIES

Suggested ways to use "Developing Your Thinking Activities"

1. **Vocational rehabilitation counselors** could give this form to training professionals contracted to provide services to learning disabled clients. The training professional could use these thinking activities to help the learning disabled person acquire improved thinking skills.

2. **Learning Center instructors** could use these techniques to help learning disabled students acquire improved thinking skills. These techniques could be part of a course on the improvement of learning.

3. **Parents** could use this form to assist their learning disabled student to acquire thinking skills. Parents could encourage the implementation of the pre-steps that are important to learning to think.

DEVELOPING YOUR THINKING ACTIVITIES

Developed by: Jeffery Barsch, Learning Disability Clinic, 4667 Telegraph Rd., Ventura College, Ventura, CA 93003

If you miss more than one question on this pre-test, you might benefit from some of the material in this paper.

1. If John is older than Jim and Jim is older than Jerry, then Jerry is younger than John. True or False
2. The victim of a fatal attack is never able to identify his attackers. True or False
3. Even in this age of wonder drugs, no seven year old child has ever lived through a decade without having at least one contagious disease. True or False
4. If there are six brothers in a family and each has one sister, the number of brothers and sisters totals 12. True or false
5. A man who misreads distances on a map can be depended upon to reach his destination late. True or False

One of the hardest skills to learn is how to think.

There are several important pre-steps that experts agree are essential for learning to think. Do you have these abilities?

1. Spatial awareness - A complete knowledge of left, right, front, back, top and bottom.
2. Muscular strength - A daily physical fitness program.
3. The ability to listen carefully.
4. The ability to use your weak, non-preferred hand.
5. Visualization - Getting mental pictures in your mind of words and/or concepts.
6. Verbalization - Being able to explain your thoughts to others using words.

If you have weaknesses in any of the six areas just mentioned, you must correct those weaknesses before you can really learn to think.

Here are some other activities that will help you learn to think.

Developing Your Thinking Activities, contd.

1. Practice looking at an object or picture and describing it aloud.

2. Compare and contrast objects, that is, what is the difference and similarities between two objects.

3. Look for patterns; often times concepts or ideas can be grouped together.

4. Read short articles and form an opinion, then verbalize your opinion to others.

5. Have confidence in your ability.

Answers

1. True. Place the names in rank order on a piece of paper and you will see the logic.

2. True. If his attack is fatal, he is dead.

3. False. If you are seven years old, you cannot live through a decade, which is ten years.

4. False. All six brothers could have the same sister.

5. False. Maybe the man knew where he was going and didn't need a map.

DISPELLING THE MYTHS:
COLLEGE STUDENTS AND LEARNING DISABILITIES

Suggested ways to use "Dispelling the Myths..."

1. **Vocational rehabilitation counselors** could use this information to develop a more extensive understanding of the problems faced by college students with learning disabilities, as well as approaches that could be used to address those problems. Rehabilitation counselors could also share this information with postsecondary instructors who desire to develop a greater understanding of the issues involved in serving students with learning disabilities.

2. **Postsecondary support staff and faculty** could use this information to develop greater understanding of the problems faced by learning disabled postsecondary students and design effective strategies to address those problems.

DISPELLING THE MYTHS:
COLLEGE STUDENTS AND LEARNING DISABILITIES

Quoted from: Katherine Garnett and Sandra LaPorta. (1984). Dispelling the myths: College students with learning disabilities. New York: Hunter College of the University of New York. Quoted with permission.

Authors note: "The original monograph from which this excerpt was taken is a 21-page booklet, measuring 9 x 6 inches, available in single or multiple copies for a modest cost. Bound with a sturdy glossy cover and professionally typeset, it has been valuable for undergraduate and graduate classes, LD college students, vocational counselors, parents, and LD high school students. For further information, write Sandra LaPorta, Student Services, Hunter College, 695 Park Ave., New York, NY 10021."

Learning Disabilities, An Understanding
Excerpts

What do we mean when we say a college student has learning disabilities?

We mean that this student has one, or several, areas of functioning which are weaker than others - areas that are unexpectedly discrepant. For example:

- brilliant verbal reasoning, but spells on a fourth-grade level;
- insightful class participation, but leaves last half of a midterm exam unanswered;
- sophisticated essay writing, but can neither visualize nor sequence in basic math;
- lucid and clearly hardworking, but makes many seemingly careless errors;
- sharp and with-it on Tuesday, but stumped by seemingly simple notions on Thursday.

Often these discordant notes are what professors first become aware of. Unfortunately, students are sometimes written off when these signs are noticed. We mean to suggest that greater awareness will lead to greater understanding of these signs.

What else do we mean?

College students with learning disabilities have *at least* average overall intellectual ability. In fact, many learning disabled students have IQs well beyond the average and some of them are among our brightest students. (Recently a learning disabled student at Hunter graduated *cum laude* with a major in psychology.)

Often these students are particularly responsive to certain aspects of the learning environment. They can be particularly sensitive to:

- the organization of a lecture;
- the interplay of questions and discussion;
- the clarity and number of examples;
- the inclusion of visual guides;
- the teacher's responsiveness, explicitness and eye contact.

While they learn some subjects/concepts/skills easily, they master others only with great effort and difficulty. Thus, school is more arduous and more time-consuming for the learning disabled than for other students, and they often learn through difficult or more circuitous routes. It's important to realize that these more difficult routes can lead to high-quality achievement and exceptional contributions.

Many students with learning disabilities have difficulty demonstrating what they have learned in class or lab within the forms and the time schedules allotted in academic settings. Although they may have particular difficulty transcribing their knowledge into written form, they may be fully able to apply this same knowledge and to demonstrate it in a different mode or under different time constraints.

These students may need some very particular educational supports and accommodations in negotiating undergraduate and graduate courses. It's important to note that learning disabilities are manifested in many different patterns of strengths, weaknesses and compensatory styles. So, of course, support and accommodation must also vary accordingly.

What are learning disabilities?

> *'Specific learning disability' means a disorder in one or more of the basic psychologcal processes involved in understanding and using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, or of environmental, cultural or economic disadvantage.*

The following terms have been used interchangeably with the term "Learning disabilities":

dyslexia - primary reading disability;
dysgraphia - primary writing disability;
dyscalculia - primary calculating disability;
specific language disability - difficulty with symbol systems;
strephosymbolia - twisted symbol perception;
maturational lag - differences in the rate of maturation of different areas of the brain;
minimal cerebral dysfunction - a quasi-medical term used when there are no hard neurological signs;

hyperkinetic syndrome - attentional and organizational difficulties;
developmental aphasia - a disorder of language functions;
attention deficit disorder - a new term used by the latest psychiatric classification manual.

These designations and many more like them have been supplanted by the umbrella term"Learning disabilities" for several reasons:

- "Learning disabilities" is a plural term, reminding us that there are diverse difficulties and that, even within one area, there may be very different manifestations.

- The term puts its emphasis on learning, not on questionable neurological presumptions. (Note: To date, and for the forseeable future, the treatment of choice is educational.)

- The term suggests difficulties, or obstacles, which can be compensated for.

- The term is *non*-explanatory; appropriately so because we do not yet know how to explain learning disabilities.

Numerous, conflicting theories try to explain learning disabilities. Some are quite promising. Others have been largely discredited although not altogether discarded. Examples of the many and varied theories are:

Language processing deficit
Perceptual dysfunction
Metalinguistic weakness
Vestibular imbalance
Vitamin insufficiency
Structural brain difference
Functional brain difference
Right-brain strategies
Attentional deficit
Underactivated cognitive strategies
Divergent thinking
Teaching-variable sensitivity

No one of these explanations is likely to emerge as adequate to cover the diverse manifestations included under the term "learning disabilities." Undoubtedly a *set* of explanations will be needed. It is important to realize that the study of learning disabilities draws from several disciplines, most prominently from various branches of psychology, neurology and education. It is a young field and is characterized by controversy. Not all currently available theories are viewed as equally viable, nor are all of them necessarily benign in their implications for treatment. Again, in the view of most professionals, responsive *education* is the most appropriate remedy.

For further discussion of these issues and the history of the field, refer to the reference list at the end of this booklet.

College-Level Learning Disabled Students

How do we know that students actually have learning disabilities? What's the LD classification based on?

Learning disabilities do not appear overnight. They usually manifest themselves in early school learning. Thus, family (some learning disabilities are hereditary), developmental and school histories provide important evidence for establishing the learning disabilities classification.

Some students arrive at college having been evaluated and identified long before. Often, by dint of their own tenacity and that of various "special others" in their earlier years, these students have developed vital compensatory strategies. While some students come to college already identified as learning disabled, others may not recognize or understand their difficulties until they reach college.

For the purpose of providing appropriate supports and services, students who are thought to have learning disabilities can be referred for a full psycho-educational evaluation. This assessment usually has four major components:

- family, developmental and educational histories;
- intellectual assessment (IQ);
- academic assessment including reading, writing and math;
- assessment of underlying processing strengths and weaknesses such as auditory and visual memory, visual-motor integration, sequencing, and so on.

Results of this lengthy individual evaluation are considered as a whole because there is no one test for learning disabilities.

There is also no one pattern of results signaling the presence of learning disabilities. Rather, there are a variety of different patterns which tend to have at least two things in common:

- adequate or above intellectual capacity (IQ);
- "scatter," or significant disparities in performance.

What are LD students doing at college? Can they function on a college level?

> *"I'm a high quality learner and want to be valuable to society. I've got a lot of drive to have stuck it out this far."*
>
> *"We can do just as well, if not better, if given the proper support and accommodations."*

Students with learning disabilities come to college with the same motivations as other students: to explore interests, broaden knowledge and understanding, satisfy curiosity, and prepare to contribute to the working world and to society. They bring with them the intellectual capacity to benefit from and to master college-level work with only a few accommodations. Additionally, they bring a strong will to succeed. Learning and mastery are often prized because of the struggles involved.

How Do These Students Learn?

> *"I learn by being totally attentive in class, relying on my memory of the context. I'm like an alert, psyched-up sponge. I never miss a class because it's my lifeline - the framework I need for understanding."*
>
> *"I feel more dependent on the instructor's pacing and structure. When things are not very structured, then it's hard for me to see relationships between ideas."*
>
> *"When the learning exchange feels personal, then I can really digest things."*
>
> *"Eye contact - when instructors say it* to me.*"*
>
> *"It will take me two or three times the effort and work that it takes another student - and four times as long."*
>
> *"I learn best in study groups - going over notes, going over assignments, going over the text. The give-and-take helps me glue it all together. Then it really sticks."*
>
> *"It seems like I just need one more example."*

Students with learning disabilities can and do learn, but it is often an intense struggle, requiring uncommon effort, generally longer hours and certain modifications. How they learn depends on their individual cluster of strengths and weaknesses and on the nature of the particular subject matter.

- Some students who have residual reading difficulties may use textbooks-on-tape from Recordings for the Blind.
- Others, whose reading is strong and fluent, may find it virtually impossible to take notes in class because of difficulties in the rapid organization of auditory information. These students may tape lectures or work with copies of classmates' notes.
- Some may do exceptionally well on short-answer tests but may be unable to perform acceptably on essay exams because of weak organization and/or atrocious spelling. When tested verbally, however, they may show superior (or at least adequate) understanding of content and may speak in an organized, coherent and sophisticated manner.
- Some may be skilled at reading and notetaking for research papers, but they may be dependent on laborious rereadings, accompanied by an elaborate system of notetaking, coding and reorganizing, unknown to the average student.

- Some may produce well-organized, well-phrased, serious essays but may need a proofreader to spot the many misspellings, insertions and omissions.

- Those with serious math difficulties may need to use calculators regularly and may need to have visual representations translated into concrete verbal descriptions.

- At exam time, some may have great difficulty sifting and integrating information from texts and notes, but they may do adequately, or even excellently, after reviewing with a study group. Even so, on both objective and essay exams they may need additional time.

- Many learn with the support and immediate responsiveness of a one-to-one exchange. Sometimes such an exchange can be on a consistent basis with a tutor or educational therapist, sometimes on a drop-in basis during times of crisis and sometimes serendipitously with a sensitized teacher.

- How each learning disabled student learns will depend, at least to some degree, on the kind of understanding and partnership that can be formed with each course instructor.

What about Writing?

> *"I hate writing."*
>
> *"I love writing, but I get really fatigued and then frustrated after a while."*
>
> *"Ashamed...writing can make me feel so ashamed. I don't understand why I reverse letters, why I can't spell after all this work, why it looks so infantile, why it's so hard for me and so easy for them."*
>
> *"I have to look up the simplest words...over and over again...it's like I can never trust myself to just know which way is correct."*
>
> *"My mistakes are almost invisible to me - I can't proofread."*
>
> *"And no one understood how it was possible for me to read and understand written words and yet not be able to reproduce them from memory."*

Very often students with learning disabilities find that their educational struggles converge in the complex act of writing. Because writing involves so much - such complex coordination of thought, thought relations, phrasing, word choices, grammatic form, letter sequencing and spacing, visual-motor integration, constant reformulating and self-monitoring - weakness in any of the more "automatic" functions (such as spelling, handwriting or visual monitoring) can have devastating effects.

Dispelling the Myths: College Students and Learning Disabilities, contd.

There are a variety of dilemmas which learning disabled students often have to cope with when writing at an accomplished, sophisticated level:

- It takes two or three (sometimes more) times as long to complete a polished or acceptable product.
- Because of the greater effort required, fatigue sets in more readily.
- Sometimes students limit the vocabulary of their written work in order to stay within the pool of words they feel secure in spelling.
- Sometimes more complex words may be correctly spelled while more common words are spelled three different ways on the same page.
- Many arduous proofreadings may still not catch the mistakes, redundancies and omissions that are obvious to others.
- Handwriting may be noticeably immature and childlike.
- Some students have chronic difficulty organizing clear written renditions of their thoughts.
- Some have difficulty catching on to different writing styles and, without explicit directions and good models to follow, will write in a purely factual, concrete and boring manner.
- Some can write eloquently when allowed to use the elaborate techniques that they have developed but cannot write even acceptably under time and anxiety constraints.

By working with specially focused remediation, by developing personal systems for managing weaknesses and by working very hard, these difficulties can be ameliorated, but they never completely go away. They may readily reappear under conditions of stress and anxiety.

What about Math?

> *"I always do very well in math - just stupid mistakes like copying incorrectly or thinking one number, but writing down another."*
>
> *"I'm good at algebra and geometry, but terrible in basic math. I don't line up numbers well. I reverse numbers and even fractions. I leave out decimals. I get lost."*
>
> *"Math is my major problem. I can learn one procedure and then another, but I can't choose which way to go when there's a choice."*

> *"Other people can visualize quantities and relationships in their minds. I can't do that. I just can't visualize."*

Because so much emphasis has been placed on literacy in our society, much less information has been gathered about math difficulties among the learning disabled - especially among learning disabled students in college.

It seems that not all learning disabled students experience math difficulties. Those who do seem to have one of three types:

- Nuisance difficulties - not copying down the correct number, reversing a number sequence, skipping a step, not having basic math facts readily available. Performance is slower and may be accompanied by significant anxiety, but their conceptual level may often be above average.

- Confusions with the language used to explicate and refer to mathematical concepts.

  - This is generally a mild problem that can be alleviated by clarifying discussions and examples.

- A primary mathematical difficulty, representing significant confusion in perceiving, in visualizing, in sequencing procedures and in remembering those sequences.

  - This usually requires special tutoring and constant anchoring to everyday applications.

  - Basic arithmetic factors and procedures may remain forever slippery and may always require a calculator.

  - Often when verbal clarity is substituted for perceptual or visual examples, the student can grasp underlying concepts.

It is clear that some of these difficulties should in no way preclude subject majors and career choices that are grounded in math. While some students with these weaknesses gravitate to non-mathematical endeavors, others battle on despite setbacks - as did Albert Einstein who failed elementary school mathematics.

What about a Foreign Language?

> *"It's my nemesis."*
>
> *"When I studied Latin, I was able to learn the cases and vocabulary. I was able to translate from English into Latin, but couldn't translate the other way. It was torture trying to spell the words in English and stay coordinated!"*

For a great many students with learning disabilities, a foreign language is exceedingly difficult to master. Many of them have had years of experience trying to learn a second language but have achieved little success. Some learning disabled students want and will be able to fulfill difficult college-level foreign language requirements, but for many others such a requirement clearly needs reshaping.

Interestingly, a number of these students began to speak late and, throughout childhood, experienced problems in mastering the more subtle aspects of their first language. There may well be an inherent weakness in the processing abilities needed to learn any language. For some, this weakness may preclude their learning a foreign tongue. There may be no purpose in sentencing them to a requirement they cannot meet.

How Students Experience Their Learning Disabilities

Why don't these students just tell me about the problem?

> *"I want to be treated like everyone else. I don't want people to know unless they absolutely have to."*
>
> *"I've told instructors before and they look at me as though I have two heads."*
>
> *"They just won't understand. Sometimes even I don't understand."*

Most students are concerned about being stigmatized by the label "learning disabled." Their reluctance to label themselves is understandable since misconceptions are widespread.

Most students reveal their learning disability only when the subject area and the requirements of the particular course demand it. At Hunter College, those who identify themselves at the start of each semester often engage the assistance of the college's Coordinator for Disabled Students. Even so, they invariably report great anxiety about their instructors' first impressions of them.

Some wait until midterm when the instructor reveals that the test requires essay writing. At that point, fear of failing becomes greater than the fear of embarrassment, shame or rejection.

Other students never identify themselves at all, choosing instead to run the risks of competing without special supports and without modifications in the testing mode or time allotment. It is not uncommon for this group to select courses that require only short-answer exams or few papers. Clearly this selection process constricts a student's academic experience.

The willingness of students to identify themselves as learning disabled is affected by their concern with instructors' possible reactions. They estimate the instructor's receptivity by observation. Has the instructor been responsive to students' questions during or after class? Does he/she have a minute to chat with students? Has he/she been available during conference hours?

Students report a wide variety of faculty reactions. Most common, however, is puzzlement, often bordering on amazement.

> *"But she seems so* bright, *how can she have a learning disability?"*
>
> *"He's so articulate and responsive in class; what is he trying to put over on me?"*

Students have also experienced negative responses. Some instructors no longer consider them serious students and suggest that they are trying to get off easy or that they are simply lazy or incapable.

On the other hand, some instructors have been simply marvelous in their responses and their accommodations.

- One English professor met regularly with a student throughout the stressful stages of writing a paper. These regular contacts, suggestions and words of encouragement were powerfully helpful.

- Another English professor spotted the signs of learning disabilities in a freshman's discrepant performance and helped him to understand his difficulties better and to link up with important services.

- A science professor took a student aside after a midterm, asking her to go over what she understood about the topic of each question. He knew from this student's class participation that much more had been absorbed than showed on the exam. The student was then graded according to her understanding. She subsequently pursued her love of science by deciding to major in chemistry.

- A history professor formed a study group that met outside of class time, but also convened for the last ten minutes of class to go over the day's content. This gave tremendous focus and reinforcement to the student's developing framework. Additionally, double time was allowed for the essay exam.

It seems clear that an instructor's understanding of the complexities of learning disabilities can make a world of difference to a student's academic success.

What does it feel like to be a college student with learning disabilities?

> *"I feel like the smallest person in the classroom."*
>
> *"You get afraid to raise your hand when everyone else seems to understand."*
>
> *"I get so frustrated and angry with myself."*

> *"It's hard...you get depressed."*
>
> *"Sometimes failure seems easier to deal with. I'm used to it."*
>
> *"If I do well in a course, there is always the fear that it was a one-time stand, that I will not be able to live up to my past performance."*

In their struggle to perform, many learning disabled students experience frustration, conflict, fear, embarrassment, depression, self-doubt, anger and fatigue. Many continually ask themselves:

> *"Why can't I simply learn like everyone else? Why is it always so hard?"*
>
> *"Now that I know I have a learning disability, am I using it as a cop-out or a crutch?"*

Even when performance is excellent, many express disbelief and doubt their abilities.

> *"Did I really do that? There must be some mistake."*

What past experiences are reflected in these feelings?

> *"I had to stand in the corner because I couldn't spell."*
>
> *"I was locked in a closet by the teacher for not learning fast enough."*
>
> *"I was truant for three years in junior high and hung out on the street. I just couldn't deal with it any more."*

The more painful feelings associated with learning disabilities are a product of past experiences. As youngsters, many of these students were quick and bright, seeing their weaknesses and failures only too well. Negative school experiences have shaped their views of themselves and their responses to the college setting.

Often reading came late; writing and spelling were traumatic; numbers were confusing. Their differences and difficulties were apparent to classmates and teachers who were not always kind.

Parents and family members responded in various ways: sometimes with accusations of laziness, dawdling or craziness; sometimes with scapegoating and blaming the victim. Some learning difficulties were totally ignored and the youngsters were left to face their problems alone in an atmosphere of denial. Others received significant support from their families who acted as their special advocates.

Also, along the way there may have been "special others" who powerfully encouraged learning and self-esteem. Sometimes this special person was a teacher or a tutor, sometimes a counselor or a parent. It may well be that these supportive experiences contributed to the emotional strength necessary for facing the challenge of college.

Dispelling the Myths: College Students and Learning Disabilities, contd.

Although their past experiences vary tremendously, students with learning disabilities clearly share one - going to school was never easy.

Why are they so seemingly sensitive?

Accepting and adjusting to unwanted limitations is never easy. When these limitations are linked with "disability," the adjustment is even more difficult. Incorporating disability of any kind into one's self-image is a long and complex process too often made more complex by society's misunderstanding and rejection of those "disabled."

In the same way others often see the wheelchair or the guide dog and neglect the multidimensional person who exists beyond the physical disability, people may view the learning disabled student as half a person. Students with learning disabilities are realistic in their concern that only their weaknesses will be noticed, while their strengths and talents may be overlooked.

How Can We, The College Professors, Help?

Since learning disabilities are expressed somewhat differently in each student, instructors may be unsure which modifications and accommodations are appropriate for a particular student. The keys are likely to be flexibility and a continuing teacher/student dialogue. Students have repeatedly said that simple personal contact makes a great deal of difference. Most often, they themselves know what modifications are useful and will reject those that are unnecessary.

Recordings for the Blind has a special textbook-on-tape service for which learning disabled students are eligible. Some students report that this service eases the burden of note-taking, studying and re-reading. In order to take full advantage of this service, the student must submit copies of the books several weeks in advance. Thus, it is very helpful when instructors provide lists of required readings to their department office prior to the start of the semester.

Below is a list of other ways learning disabled students can be supported in the college setting. Many of the suggestions will be helpful to all the students in your classes. For the learning disabled students, some may be critical.

HOW TO HELP THE STUDENT GET THE MOST OUT OF CLASS:

- Take early and gentle initiative in seeking an ongoing dialogue with the student about the ways in which you can be supportive.

- Take care to make eye contact and to encourage participation and questions.

Dispelling the Myths: College Students and Learning Disabilities, contd.

- Help the student team up with a classmate to obtain copies of notes.
- Permit the use of a tape recorder in class.
- At the start of each class provide a brief review of the previous class session and an overview of what is to come.
- Provide an outline of the lecture to guide the student and to make more apparent its structure and when discussions diverge from it.
- Take care to include time for questions, discussions and requests for further examples.
- Highlight major concepts and terminology both orally and visually, remembering to read aloud material on the board or on transparencies.
- Describe verbally diagrams, charts, and graphs.
- In complex mathematical sequences use color to follow transformations and highlight relationships.
- Take care to explain procedures slowly and in step-by-step fashion.

HOW TO HELP THE STUDENT STUDY:

- Let the student know about the Recordings for the Blind textbooks-on-tape option and steer him/her to the Coordinator for Disabled Students if your college has one.
- Remind students often of your availability during office hours for individual clarification of lectures, readings and assignments.
- Encourage the formation of study groups. In fact, providing some amount of in-class time for such groups can be wonderfully beneficial to all students.
- Provide explicit feedback, both oral and written, about the strengths and weaknesses of a student's work, so that follow-up efforts can be effectively focused.
- Periodically offer tips and encourage class discussion of ways to improve studying - organizational ideas, outlining techniques summarizing strategies, and so forth.

Dispelling the Myths: College Students and Learning Disabilities, contd.

HOW TO HELP THE STUDENT DEMONSTRATE WHAT HAS BEEN LEARNED:

- Permit oral or taped presentations to supplement written assignments.
- Critique early drafts of papers, providing pointers and encouragement for rewrites.
- Provide additional time for all exams (consider doubling it).
- Conduct oral quizzes to supplement written exams.
- Permit the use of a calculator when mathematical disability is severe.
- When grading math or statistics exams, give partial credit for choosing the right formula even if the final answer is incorrect.
- Encourage students to request clarifications of the intent of exam questions. Very often the student will know the information and be able to offer it fully, but will have inordinate difficulty interpreting the question.
- In exam questions, avoid unnecessarily intricate sentence structure, double negatives and questions embedded within questions.
- Permit the use of a dictionary for essay exams.
- Give less weight to spelling when that disability is severe.
- Split evaluations of essay exams into two categories - content (relevance, fullness) and mechanics (punctuation, grammar and spelling). Grade each separately, allowing the mechanics to be re-done outside of class and resubmitted for a revised grade.
- Provide additional scratch paper to help students with overly large or poor handwriting.
- Provide an alternative for computer-scored answer sheets. For some students the cramped spacing creates a serious perceptual dilemma.
- Provide the student with a separate testing room and proctor.
- Provide the student with a "writer" for essay exams.

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A Guide to Postsecondary Educational Opportunities for the Learning Disabled (1981). $12.00, from Time Out to Enjoy, 113 Garfield Street, Oak Park, IL 60304.

A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities, 5th Edition, $15.95 plus $1.00 postage, from Partners in Publishing, P.O. Box 50347, Tulsa, OK 74150.

What Do You Do After High School? (1982) $29.95 from Skyler Consultation Inc., P.O. Box

ENHANCING THE EFFECTIVENESS OF AN EMPLOYABILITY SKILLS CLASS FOR VOCATIONAL REHABILITATION CLIENTS

Suggested ways to use "Enhancing the Effectiveness..."

1. **Vocational rehabilitation counselors** can use this description as a guide when determining how best to provide employability skills training to their clients.

2. **Special educators** could consider adding employability skills training to their special education students' individualized educational programs.

3. **Postsecondary education administrators and teachers** could develop a similar class for individuals with disabilities.

4. **Individuals with learning disabilities and their advocates** can use this example as a source of ideas when exploring service options.

ENHANCING THE EFFECTIVENESS OF AN EMPLOYABILITY SKILLS CLASS FOR VOCATIONAL REHABILITATION CLIENTS

Contributed by: Helen Johnston, Job Placement Specialist/VR Counselor, Division of Vocational Rehabilitation, 1428 North 5th St., Sheboygan, WI 53081-3548.

This two-week class is paid for by vocational rehabilitation and offered at Lakeshore Technical College, 1290 North Avenue, Cleveland, WI 53015. The topics covered include the following:

Week One - Monday	- Introduction to Employability Skills - My Winning Strengths - Applications - Begin
Tuesday	- Applications - Wrap-up/Review - Job Skills - My Resume
Wednesday	- Individual Appointments for Resume Help
Week Two - Monday	- Cover Letters - Life Work Planning Courses - The Interview - Begin
Tuesday	- The Interview - Review/Wrap-up
Wednesday	- Individual Appointments/Video Tape Interviews

Keys to the effectiveness of this class are:

1. Each course serves a small student group (6-12).

2. Only DVR clients may enroll. Therefore, disabilities and their effect on job search activities are dealt with in each segment of the course.

3. The course promotes open discussion of ways to deal with concerns that many job applicants feel are unique to them (poor handwriting, reading, spelling, speech, etc.).

4. The instructor is a technical college teacher who also works at Job Service and has experience as a personnel manager for a large company.

GETTING LD STUDENTS READY FOR COLLEGE

Suggested ways to use "Getting LD Students Ready for College"

1. **Rehabilitation counselors** could give this list to high school counselors for use with learning disabled students planning on college or postsecondary school.

2. **Rehabilitation counselors** could give this list to parents as a guideline to help them prepare their son or daughter for college.

3. **Special educators** can use this list in the development of the individualized education plan for learning disabled students planning to attend college.

GETTING LD STUDENTS READY FOR COLLEGE

Developed by: Carol Sullivan, Counselor for LD Students. (March, 1987). Northern Virginia Community College, Annandale, VA; and The Staff of HEATH Resource Center, One Dupont Circle, NW, Washington, DC 20036

Parents, Counselors, Teachers and LD students may use this list as a *reminder of helpful skills and necessary steps to take* as a high school student with a learning disability moves toward college.

1. **Make sure psychological testing is up-to-date.** P.L. 94.142 mandates this testing be done every three years for students in LD programs.

2. **Obtain all special testing records before high school graduation.** Some school systems destroy these records upon the student's graduation. Colleges, as well as vocational rehabilitation offices, request these records to assist in providing special services to students.

3. **Make contact with the local Department of Rehabilitation Services (DRS) office before graduation.** DRS offers a variety of services to eligible LD students such as vocational assessment, job placement, etc.

4. **Consider a vocational assessment as a way to amplify present and future goals.**

5. **Make sure the student's knowledge of study skills is adequate.** In addition to high school assistance, consider special study skills classes/programs offered at community colleges, private agencies, or individual tutoring.

6. **Consult with the high school to get a good understanding of how much support or special help the student is receiving.** It is important to determine realistically whether minimal LD support services or an extensive LD program at the college level will be needed.

7. **Help students to increase their independent living skills.** Help them learn to manage their own checking accounts, do their own laundry, cleaning, some cooking, etc.

8. **Encourage part-time jobs or volunteer positions.** These are helpful to improve socialization skills as well as to give a better understanding of work situations and expectations.

9. **Make sure students have a good understanding of their particular learning disability.** They should know and be able to articulate their strengths and weaknesses as well as what compensating techniques and accommodations work best for them.

10. **Help students understand how their disability is connected to social experiences with peers, families, and employers**. A visual or auditory discrimination deficit, and/or an attention deficit disorder frequently lead to missed cues and inappropriate timing in conversation.

11. **Encourage students to be their own advocate**. A good first step is to encourage them to discuss their learning disability and needed accommodations, if any, with their regular high school instructors.

12. **Learn about Section 504 of the Rehabilitation Act of 1973**. This law indicates what types of accommodations must be provided and/or allowed at postsecondary institutions if a student requests them. The responsibility is on the individual to initiate the provision of services and accommodations (unlike the requirements of P.L. 94-142 which puts the responsibility on elementary and secondary schools).

13. **Get information on special exam arrangements for SAT and/or ACT**. Options include untimed tests, readers or cassettes.

14. **Obtain two copies of all college applications** (or duplicate the one received). Use the first copy to collect needed information. Type that information onto the second copy to be sent.

15. **Contact the Disabled Student Services Offices of colleges before applying**. Get information on what kinds of services and support are available, the number of LD students attending, if there are modified admissions for LD students, and if there are any special pre-admission requirements when making application (such as a reference letter from an LD teacher).

16. **Visit colleges before making a definite choice**. Also, look at the communities in which they are located.

17. **Consider having students start college in a summer session rather than fall.** Summer classes tend to be smaller and instructors tend to have more time for individual help. Students can get acclimated before fall crowds arrive.

18. **Consider an appointment with a qualified optometrist**. If the student has visual perception problems, there may also be functional vision problems with tracking and focusing. Sometimes these problems can be partially corrected with special lenses.

19. **Encourage students to have their own memberships in LD organizations**. Newsletters from ACLD, Orton Dyslexia Society, etc. can help keep them informed about new resources and special programs.

20. **Make sure it is the student's choice to attend college**. The most successful LD college students are those who have high motivation and a good understanding of their particular strengths and weaknesses. They understand that it may be harder and take more time to manage college level work. They are committed to spend that extra time on studying, and to request and use appropriate accommodations when needed.

HOW COLLEGE STUDENTS WITH LEARNING DISABILITIES COULD DESCRIBE THEIR DISABILITIES TO INSTRUCTORS

Suggested ways to use "How College Students with Learning Disabilities..."

1. **Vocational rehabilitation counselors** could use this material when prepping clients who plan to enroll in postsecondary education.

2. **Postsecondary support personnel** could use this material when teaching individuals to be their own advocates.

3. **Special educators** could incorporate this material into classes designed to teach negotiation skills and assertiveness skills.

4. **Individuals with learning disabilities and their advocates** can use this material to help prepare them to negotiate effectively with postsecondary instructors.

HOW COLLEGE STUDENTS WITH LEARNING DISABILITIES COULD DESCRIBE THEIR DISABILITIES TO INSTRUCTORS

Quoted from: Loring Brinkenhoff. (November, 1986). LDialogue. Spectrum. Madison, WI: University of Wisconsin, McBurney Resource Center, page 4.

The decision whether or not to disclose a learning disability is a very personal matter and one that varies from individual to individual. Some students are reluctant to disclose their disabilities for fear that disclosure may negatively bias their professors' perceptions of them. These students may also feel that they can successfully compensate for their disabilities in a particular class. Although compensating for a disability may appear admirable, it can also backfire if the student fails the first exam. At that point, the distraught student has to approach the professor, knowing that it is probably too late to change his/her first exam grade. As a general rule, it is better to disclose to professors and to do so early in the semester, rather than to risk saying nothing about the disability. A few general suggestions for students concerning disclosure are presented below.

First, make an appointment with your professor (not the teaching assistant) during his/her office hours to discuss your learning disability and possible accommodations you may need in the course. You may choose to use the telephone to set up the appointment, or you may prefer to arrange an appointment with the professor immediately afer the first class. Don't tell your life story to the professor at that time -- just set up an appointment. Before your appointment with the professor, you may want to practice what you are going to say with a McBurney Center staff member. He/she can assist you by suggesting how to best approach professors and how to be a self-advocate.

Second, before describing your learning disability to a professor, you may have to educate him/her about what a learning disability is and is not. Many college professors do not expect to have students with learning disabilities in their classes. You may want to use the McBurney Center's brochure on "College Students with Learning Disabilities" as an ice-breaker. Show the brochure to your professor, and point out areas that may directly affect you. If professors are not familiar with the McBurney Center, give them some background information. That should further establish your credibility.

Third, describe your learning style in simple language. Let your professor know about your abilities as well as your weaknesses. Provide him/her with concrete examples of how your learning disability may affect you in that particular class. Tell him/her that you have gone through extensive diagnostic testing. Your professor may ask you to provide him/her with documentation of the disability. Decide, in advance, how much personal information you feel comfortable divulging. You are not required to show copies of your diagnostic evaluation to anyone, unless you choose to. You may prefer to have the professor contact a McBurney Center staff member if additional elaboration appears necessary. However, the McBurney staff will not disclose any confidential information about you to anyone without your permission. Anticipate any special needs you may have and develop a plan of action with your professor for the course. Will you need more time on exams? Will you need to find a notetaker who is willing to share class notes? Will you need to take your exam in a quiet room with a proctor? Will the professor permit you to use a calculator or a dictionary during exams? As a courtesy, ask professors for permission to tape-record their lectures.

What if the professor is not sympathetic to your needs? At some point in every student's career, he/she encounters a professor who is not receptive to his/her unique needs. Those professors have often had limited direct contact with persons with disabilities. If you are meeting resistance from a professor or teaching assistant, discuss the situation with a McBurney Center staff person who can help you resolve the issue. You should avoid any direct confrontation with the professor.

LEARNING BY LISTENING

Suggested ways to use "Learning by Listening"

1. **Vocational rehabilitation counselors** could give these guidelines to an auditory learner enrolled in a postsecondary school.

2. **Learning and resource center instructors** could use these guidelines to help prepare auditory learners to function in vocational and regular classrooms.

3. **Special and vocational educators** could provide these guidelines to students at the beginning of the semester to help them listen more effectively in class or laboratory.

4. **Parents** could use these guidelines to assist their son or daughter in improving their listening skills.

LEARNING BY LISTENING

Adapted from: The Rancho San Tiago College Learning Center Materials, 17th at Bristol, Santa Ana, CA 92706. Reprinted with permission.

You can learn alot through listening. It will be a prime source of information. Unfortunately, people do not instinctively listen well. Quite the reverse! Listening is a skill which must be developed.

If you apply the following suggestions, you will find yourself listening more effectively both in and out of class.

1. Determine why the speaker's message is important to you. We only do well those things which we want to do well. If you don't have an immediate, vivid reason for listening to a speaker, you are an unmotivated listener. That's the worst kind.

2. Remember: the responsibility for interest and understanding lie with you, not with the speaker. Learning is up to the learner. If you simply want to sit passively and blame the speaker for your lack of success, then you're not a serious learner. You should admit this to yourself, and get busy with other things.

3. If you can't hear, arrange things so you can. Move away from sources of noise--human or mechanical. Sit where you can see the speaker easily, and where other distractions are at a minimum.

4. Listen to what the speaker is saying. Don't tune him out because you don't like something about him or his message. The people whose ideas disagree with our own are the very people we should listen to with the greatest care. Be sure you understand something before you reject it.

5. Look for the speaker's pattern of organization. In a lecture, a speaker is generally referring to notes or some other source of information. You can understand much better if you are able to see what he's driving at and how he's getting there.

6. Look for the main idea or ideas of the presentation. Facts are important only as they support the speaker's points. If you have trouble distinguishing between the important and the trivial, the Study Skills Center can help you.

7. Don't let your mind wander. Your brain moves far more rapidly than the swiftest mouth, and the temptation to stray away is tempting. Your attention span can be increased, however, through deliberate effort. Continue to practice the habit of attention, and don't be discouraged by early failures.

8. Take notes while you listen. Even if you recognize everything being said, jot it down, because you won't remember it later unless you do.

THE LEARNING CENTER LEARNING DISABILITIES PROJECT

Suggested ways to use the "Learning Center Learning Disabilities Project"

1. **Vocational rehabilitation counselors** could use it as a resource when developing similar large scale occupational training/support efforts.

2. **Vocational rehabilitation counselors** could use it as a source of ideas to consider when deciding what types of academic support services to fund for clients in community/junior college settings.

3. **Postsecondary educators** can use this report as a guide when developing multiagency services for students with learning disabilities.

4. **Individuals with learning disabilities and their parents** can use this report as a concrete example of a large scale interagency vocational training/support program for learning disabled individuals who need and desire occupational training.

THE LEARNING CENTER LEARNING DISABILITIES PROJECT

Cutting the Path to Academic Success

Developed by: Staff from the State of Wisconsin, Department of Health and Social Services, Division of Vocational Rehabilitation, 6815 West Capitol Dr., Milwaukee, WI 53216-2096 and Milwaukee Area Technical College, 700 West State St., Milwaukee, WI 53233

Contributed by: Jean Blair, Counselor, Division of Vocational Rehabilitation, 6815 West Capitol Dr., Milwaukee, WI 53216.

Final Report
September 1, 1985 - March 31, 1987

Excerpts

Objectives

1. Provide educational assessment to determine learning style, strengths, weaknesses and achievement levels.

2. Develop individual recommendations for modifications of vocational program and instructional methods.

3. Serve as liaison between the instructors and students in order to facilitate effective communication.

4. Support faculty in implementation of modified instructions.

5. Provide timely and appropriate information about the Learning Disabilities Project to DVR Counselors, high school counselors, MATC faculty and staff, and community agencies.

6. Offer a range of support services unique to the academic and personal needs of each student.

7. Expand recruitment efforts for special needs populations.

8. Enhance the students' learning skills and abilities.

Project Structure

Project Staff

The Learning Disabilities Project is staffed by two instructors (including a diagnostic teacher), two educational assistants, and two instructional aides. All project staff have degrees in education, and four of the six are certified in Learning Disabilities.

Referral Sources

During the 1985-86 school year, the majority of enrolled referrals were from the Division of Vocational Rehabilitation offices. The project enrolled 63 students who were served at the following campuses: Downtown, 51; North, 4; and South, 8. In the 1986-87 school year the project received 162 referrals. Initially, the greatest number of enrolled referrals came from DVR. Now, however, referrals from MATC instructors, administrators, counselors, and students have surpassed DVR referrals for the 1986-87 school year. This pattern will continue as more faculty become aware of the range of support services provided by the project to instructional staff and special needs students. The challenge is to encourage referrals, particularly from DVR, to be made in a timely manner in order to meet program entry dates and allow sufficient time for academic assessment to be used as an aid in programming.

InTake Process

Participants in the project begin with an intake interview. The special needs counselor is an integral part of the service. At this point, information is exchanged to determine the participant's prior education, current status and vocational goal. Diagnostic evaluation is then scheduled to determine the individual's optimal learning style, achievement levels, specific skill strengths, and weaknesses. The result of this evaluation is the development of an educational plan which will be carried out by the project staff. Realistic educational goals as defined in the educational plan will then be discussed with the student. Each student's progress is reviewed and re-evaluated on a regular basis to assess services and growth, and to identify program changes or modifications needed.

Any student may be referred by MATC staff for project services. Each referral is directed to the area DVR office. If the student is enrolled in a vocational program, project services will be offered immediately.

Project Services

Crisis Intervention

Many times special students bring to postsecondary institutions various emotional issues that were not addressed in high schools and/or community agencies. These factors can and in many instances do influence academic progress. The special needs counseling staff provides one-on-one intervention to address or resolve the problem. In some cases additional social service support may be recommended.

Counseling and Programming

The relationship between the DVR staff and MATC has been positive and productive. A concerted effort is made to help clients/students succeed in their chosen program. DVR counselors have expressed great satisfaction with the monthly reports on their clients and communicate directly with the project staff. The project also provides a designated counselor who responds to any questions from DVR counselors or from community agencies regarding procedure and policy. This process has been proven effective.

The process of client/student program selection needs to be refined. Each client's basic skills levels, physical and emotional health, and previous training that is related to his/her stated vocational goal should be thoroughly discussed. The Project staff at MATC will continue counseling students regarding course selection, grades, and other client/student needs to enhance the probability of student success and program retention. We have become increasingly aware of the cost in dollars, time and human resources involved when there is a mismatch between student and vocational program. Many students do not have knowledge of careers that might be available to them. Once they choose a career, they frequently have no knowledge of the scope of their job responsibilities. More importantly, they do not have knowledge of the academic curriculum required for their chosen career program. The business and industrial firms that receive our graduates are mandating solid entry level skills, and a solid basic academic background. The challenge is to fine tune the match between client/student and program.

Program Enrollment

The project's current clients are enrolled in five divisions: Associate Degree, Crossover, Adult Vocational, GED and Adult High School. Students enrolled in basic education courses are not eligible for project services. The greatest number of students are enrolled in Adult Vocational and Associate Degree Divisions. The spectrum of programs range from telecasting to nursing to ornamental horticulture.

Academic Assessment

Upon entering the program, each student meets with the diagnostic teacher to determine his/her academic level, academic strengths/weaknesses, and learning style. Project staff then write a report recommending individual program/instructional modifications.

The increasing need for remediation of basic skill deficits is evidenced in the results of academic assessment. Generally, the academic skill level of the learning disabled population is such that considerable time is devoted to developing basic skills before vocational concepts can be presented. The challenge is to provide program and instructional modifications that address the academic weaknesses without compromising the course and program standards.

Academic Support

Academic support is provided through several services: taping of textbooks, notetakers in class, test modifications, one-to-one tutoring and small group learning sessions. The Learning Center staff also serve as liaisons between the classroom teachers and the students. With the student's permission, information about the student's needs for program/instructional modifications is shared with the instructors. Teaching strategies are developed to facilitate learning.

During the past semester, the Learning Center acquired an Apple IIe computer. By using a word processing program, students have improved their writing style, grammar, report construction, general learning attitude, and grades.

Electronic tape-voice instructional aids provide models of pronunciation, information, and practice drills.

Volunteer Services

The Learning Disabilities Project uses volunteers from the Milwaukee Public Library, MATC's Volunteer Services, and the Tutoring Center. By the end of the semester, the Project will have used more than 1,000 hours of volunteer services from the Milwaukee Public Library. The coordinator of MATC's Volunteer Services has done an excellent job recruiting retired tradesmen to tutor in the technical courses. The increased use of volunteer services at MATC has proven to be the most cost effective and efficient method of delivering specialized skills. The hours that volunteers spend tutoring are an invaluable addition to the efforts of project staff. As more students enroll in technical areas such as Electricity, Electronics, Electro-mechanical Engineering, and Computer Science, this volunteer service will become critically important in providing students with technical expertise. The Tutoring Center is an additional source of academic support to the Learning Center. The 1986-87 school year showed a significant increase in the number of students and the hours of tutoring received by Project students. Study groups have been successfully used to tutor small groups in technical studies. The fringe benefits of this technique are the enhancement of verbal expression and social interaction skills. The challenge is to increase independent learning skills.

Summary

The Learning Disabilities Project is clearly a resounding SUCCESS! The student, MATC, DVR, and the community at large are winners! The immeasurable feature of the project is the positive change in students' self perception and confidence. General school staff as well as project staff have witnessed growth in students' academic achievement, responsibility, independence, and personal pride. This is evidenced by improved grades and involvement in school social activities.

The Project surpassed its projected goal for referrals and enrollment. The large number of referrals from MATC staff is further testimony of the need for the project. Individual academic support for specific courses and small group learning skills sessions have proven essential to the success of each student. Completion and acquisition of specific job skills allow these students to be more competitive in the job market.

Responses to a recent student survey further support the value of the project. Of those responding, 65% spend four to six hours per week in the Learning Center. Six percent spend more than 12 hours. Forty-four percent describe the range of service as "good." Six percent indicated "not enough services." Fifty-three percent describe the project as "extremely valuable."

The debate about whether new technology will increase or decrease jobs can be a moot point for the learning disabled worker. Without direct and specific assistance in acquiring basic and vocational skills, the employment cycle of the learning disabled worker may consist of pushing on doors that read "pull."

Recommendations and Goals

The project has consistently surpassed its goals and has matured to the point of taking on greater challenges. Therefore, the project should:

1. Seek to increase the number of students enrolled.

2. Increase the educational emphasis on basic skills for vocational and general education students.

3. Develop strategies for staff development to enhance the intake and placement process.

4. Promote knowledge of the function and range of project services available to the district faculty and community.

5. Continue to promote academic independence and general self confidence in our students.

6. Continue to develop the liaison between the area high schools and MATC to facilitate the enrollment of graduating high school students.

7. Continue to look at the majors that our students are enrolled in and the resulting employment to guide our students better as they choose majors appropriate for their abilities, interests, and vocational goals.

8. Develop a Special Needs Advisory Committee to include student, consumer, employer DVR, and community input. Establish a special subcommittee that would be devoted to the Learning Disabilities Project.

9. Continue to work towards a final goal of successful program completion resulting in employment.

Two Year Statistical Report
March 31, 1987

Excerpts

Cumulative Enrollment since September, 1985 156

Current enrollment 84

Anticipated returning enrollment September, 1987 74

Age range 17-48 years

Average age 22.6 years

The Learning Center Learning Disabilities Project, contd.

Program Enrollment

Associate Degree 36%

Fifty six students are enrolled in 25 different programs.

Accounting: 2
Administrative Assist/Sec: 1
Business Data Processing: 1
Child Development: 5
College Parallel: 1
Commercial Art: 2
Computer Science: 2
General Education: 10
Graphic Communication: 1
Human Services: 4
Landscape Management: 1
Marketing Management: 3
Nursing: 1

Photography: 2
Police Science: 4
Pre-business: 1
Pre-graphics: 1
Pre-health: 3
Pre-service: 1
Pre-technology: 2
Pre-telecasting: 2
Printing & Publishing: 1
Real Estate: 1
Restaurant & Hotel Cookery: 3
Telecasting: 1

Adult Vocational 38%

Sixty one students are enrolled in 23 different programs.

Auto Body Servicing: 3
Auto Servicing: 2
Aviation Mechanic: 1
Baking: 2
Checkout Cashier Training: 3
Child Care Assistant: 2
Child Care Services: 9
Clerk/Typist: 4
Data Processing/Machine Operation: 2
Electricity: 1
Electronics Servicing: 3
Food Preparation Assistant: 5

Foundry: 1
Health Unit Clerk: 1
Horticulture: 3
Mechanical Drafting: 2
Operating Room Assistant: 2
Ornamental Horticulture: 2
Printing: 7
Secretarial Science: 1
Tool and Die: 1
Welding: 1
Word Processing Specialist: 2

G.E.D. 8 (5%)

Adult High School 9 (6%)

Other 2 (1%)
Diagnostic Status 1
Adult Basic Education 1

The Learning Center Learning Disabilities Project, contd.

The Academic Learning Center

Student Survey

1. How did you learn about this service?

   31%: DVR counselor
   34%: MATC staff
   6%: Friend or family
   16%: High school
   13%: Other

2. What services or modifications have been provided to you through ALC?

   41%: Take tests in ALC
   43%: Have a reader for tests
   16%: Have a writer for tests
   34%: Extended time for tests
   9%: Extended time for program completion
   22%: Writer for assignments/papers
   58%: Assistance in course selection
   53%: Assistance in registration
   36%: Assistance in program scheduling
   25%: Notetakers for class
   28%: Tutor from the Tutoring Center
   13%: Tutor from Volunteer Services

3. What devices or instructional aids have you used in the ALC?

   41%: computer
   22%: calculator
   34%: taped textbooks
   16%: taped supplementary materials
   13%: typewriter
   6%: language master
   6%: talking dictionary

4. Have you attended another college or post-secondary school in the past 3 years?
   Yes 3% No 97%

5. Did you receive any special services from that school?
   Yes 3% No No answer

6. What was your grade point average?

The Learning Center Learning Disabilities Project, contd.

7. How many hours per week do you spend in the Academic Learning Center?

0 - 3 hrs. 9%
4 - 6 hrs. 65%
7 - 9 hrs. 19%
10 - 12 hrs. 0
more than 12 hrs. 6%

8. How would you describe the present range of services?

Not enough services 6%
Somewhat lacking 0
Adequate 0
Good 44%
Very complete 28%

9. How valuable are the services to your academic success?

Not valuable 0
Of little value 0
Somewhat valuable 16%
Very valuable 31%
Extremely valuable 53%

10. What are the major strengths of the programs? Please rank from 1 to 7. (1 being the highest) *Note: Respondants made errors in ranking. Generally, items were ranked one or two.*

_____ number of staff available
_____ knowledge of staff
_____ equipment available
_____ range of services
_____ space available
_____ learning environment
_____ opportunity for peer interaction
_____ other (explain) ________________________________
____

11. What are the major weaknesses of the program? Please check those that apply.

34% number of staff available
_____ knowledge of staff
_____ equipment available
6% range of services
_____ space available
_____ learning environment
_____ opportunity for peer interaction
_____ other (explain)
____

12. What additional services would be helpful?

13. Other comments:

The Learning Center Learning Disabilities Project, contd.

MATC Learning Disabilities Project
Expenditure Report July 1, 1985 through March 31, 1987

	7/1/85 - 6/30/86 Expenditures	7/1/86 - 3/31/87 Expenditures	Cumulative Expenditures
Salaries			
Instructor	$27,576.58	$25,082.36	$52,658.94
Ed. Assistant	$19,472.21	$15,082.36	$35,099.57
Instruct Aide II	$11,220.14	$10,008.12	$21,228.26
Instruct Aide II	$14,127.87	$10,885.74	$25,013.61
Total Salaries	$72,396.80	$61,603.58	$134,000.38
Fringe Benefits	$20,347.62	$17,490.74	$37,838.36
Supplies	$7,729.14	$5,208.46	$12,937.60
Consultation & Inservice Training	$2,813.57	$0.00	$2,813.57
Total Project	$103,287.13	$84,302.78	$187,589.91

The Learning Center Learning Disabilities Project, contd.

The Learning Disabilities Project at Three: The Early Childhood of A Growing Concept

Program Report

July 1, 1987 - June 30, 1988

Excerpts

The Learning Disabilities Program is completing its third year. In human life, three years is considered "early childhood." At this point, it is worthwhile to examine the original concepts and goals of the program to determine the direction and quality of growth, and what changes, if any, need to be made for the future.

A Look at the Elements

Intake

The intake procedure has evolved from a two person responsibility to that of one counselor assisted by three staff members who serve the other campuses. This year 123 students were enrolled. Of this number, approximately 35 were enrolled at the other campuses. This year the number of enrolled students referred by DVR counselors is almost three times that of MATC referrals. Another important change is that the intake form has been modified to include up-front permission to discuss academic matters with instructors. This should clear the way for open discussion with instructors regarding learning styles and specific instructional modifications requested for students. The communication between DVR counselors and Learning Disabilities Program staff, particularly during intake, has consistently been supportive and informative.

Academic Support

This is the essence of the program. The one-to-one instructional support continues to make the critical difference between retention vs. dropping out, manageable course selection vs. course overload, and positive self-esteem vs. failure syndrome. The variety of support services has grown from in-house tasks such as taped textbooks, notetakers, and test modifications to referrals to community services when appropriate. An important area of growth which the staff has encouraged is student responsibility for communication with instructors to resolve questions before problems arise. Students have responded well to this responsibility. This can be viewed as growth in self confidence as well as ability to express oneself in conflict situations.

There has also been a growth in the variety of programs in which students are enrolled. The additional programs are only one of the challenges to staff to provide quality academic support with limited resources. Staff is also challenged to meet the needs of a growing number of students attending the other campuses. The number of students who eventually enroll in Associate Degree programs is growing. This year the number of students graduating from Adult Vocational programs is seven times that of Associate Degree graduates. It should be noted that Associate Degree programs require more time for completion.

Assessment and Diagnosis

This year, 103 students were scheduled for testing. The majority of testing started after students had identified their program goals and selected courses. Testing of enrolled students will continue until the close of the Spring semester. This sequence of events is cumbersome at best. There is no excuse for a time wasting trial and error approach to learning how students learn.

Assessment should always precede prescription. A more effective and efficient model would be to have an up-front assessment that would describe academic levels and learning style before programming begins. As much information as possible, as early as possible, should be communicated to the student and staff. Course selection and, more importantly requests for instructional modifications should follow -- not precede -- assessment. More than 30 students are on the waiting list for diagnostic testing for the Fall semester. It is expected that this number will increase before the Summer session begins. Ideally, the summer months could be used to gather diagnostic data for students planning on a Fall admission.

The Woodcock-Johnson Psycho-Educational Battery is the primary diagnostic instrument used. Other reading and tests of written language are used when indicated. The trend of students' academic achievement levels is moving downward. The instructional range is typically between fifth grade and tenth grade. This range suggests that students would benefit from structured academic support. Many of the recommendations from the Basic Skills Task Force will have a tremendous impact on the number of students asking for assistance/modifications in the admission testing, diagnostic testing and general academic support. Diagnostic testing continues to demonstrate that the majority of students are deficient in basic skills.

This feature presents another challenge to the staff to provide basic skills information while teaching course content concepts.

Recurring Themes

Program data support the following observations:

1. The number of enrolled Caucasian students is three times that of Black and other minorities.

2. The number of female students enrolled has increased.
3. The level of education at entry is generally high school.
4. DVR clients account for approximately 50% of the enrollment.
5. Waukesha continues to be a strong source of referral.
6. More students are graduating from Adult Vocational programs.
7. Students are enrolling in a wider variety of programs.
8. Academic achievement levels at point of entry are declining.
9. Reading and writing are the most common areas of deficiency.
10. Fewer students are eligible for Associate Degree program admission as a result of the ASSET testing.
11. The length of time required for completion of Associate Degree programs is three years. Adult Vocational typically requires two years.
12. Approximately the same number of students are expected to return next year as were served last year.
13. The average number of hours per week (each student) spends in the Learning Center is five.
14. Taped textbooks, practice tests, test modifications, and assistance in course planning are the most frequent special services provided.
15. Extended time and readers for tests are the most frequent test modifications recommended.
16. Program retention and completion have increased.
17. More students are being referred to the Special Needs counselor as a result of ASSET testing.

Based on the above trends, the program can gain a sense of direction for future growth.

Future Direction

The Learning Impaired Program has met the challenge to provide learning disabled students with reasonable accommodations that equalize and enhance their opportunities for academic success. Goals for referral, enrollment, retention, and completion have been surpassed every year. However, if this program evaluation is to have any practical use, it must identify concerns and recommendations. Given the new thrusts of MATC, the future success of the Learning Impaired Program depends on continued cooperative and creative efforts among DVR, MATC, and total MATC staff and faculty. Consider the following:

1. MATC's new System for Success program will undoubtedly result in a higher number of students being referred for diagnostic testing.

2. Many of the recommendations from the Basic Skills Task Force will result in an increased number of students referred for academic support and basic skills.

3. Diagnostic assessment of achievement levels and learning styles must be completed before program and course planning. Requests for instructional modifications must follow diagnostic findings.

4. The problem of too many students scheduled at the same time has largely been resolved. However, the struggle to balance efficiency with effectiveness increases as more students are enrolled from the other campuses.

5. The Learning Impaired Program must continue to educate students, faculty and the community about learning disabilities. The week long FestABLE: A Celebration of Abilities is a fine example of making the school community aware of the abilities of disabled populations. The theme here has to be that learning disabled students are not mentally retarded. There are more ways to be different than to be the same. The emotional overlay which is so often evidenced with learning disabled students should be expected as part and parcel of the frustrating experience of being an adult learner.

6. The Learning Impaired Program has the opportunity to strengthen the student and professional connection between General Education and Student Services. A strong and successful learning impaired program can only enhance the retention and program completion possibilities for all students. The common goal of DVR and MATC is program competion that results in related employment. Realizing that our own high expectations sometimes exceed what is immediately possible in a complex organization, it is important that MATC, LIP, and DVR jointly identify guiding principles by which these students will be assisted in the development of their vocational goals. Development of a common philosophy which recognizes the abilities and characteristics of the learning disabled population is a reasonable beginning.

The Learning Center Learning Disabilities Project, contd.

Statistical Report for the Period July 1, 1987 - June 30, 1988
April 14, 1988

CUMULATIVE ENROLLMENT SINCE JULY 1, 1987 123

CURRENT ENROLLMENT 103

ANTICIPATED RETURNING ENROLLMENT, SEPTEMBER 1988 79

AGE RANGE 17-44 YEARS

AVERAGE AGE 22.5 YEARS

RACE STATISTICS

	Number	Percent
BLACK	29	23.6%
Male	13	10.5%
Female	16	13%
HISPANIC	3	2.4%
Male	1	.8%
Female	2	1.6%
CAUCASIAN	90	73.2%
Male	53	43%
Female	37	30.2%
AMERICAN INDIAN	1	.8%
Male	0	
Female	1	.8%

GENDER STATISTICS

	Number	Percent
Male	67	54.5%
Female	56	45.%

EDUCATIONAL BACKGROUND

	Number	Percent
High School graduates	104	84.6%
G.E.D.	8	6.5%
Less than 12th grade	5	4%
College credits/diploma	6	4.9%

Additional disabilities include visual impairment, hearing impairment, emotional disturbance, epilepsy, sickel cell anemia, cerebral palsy, hemophelia, physical handicaps, and alcoholism.

The Learning Center Learning Disabilities Project, contd.

REFERRAL SOURCES OF STUDENTS ENROLLED

Source	Number	Percent
Division of Vocational Rehabilitation	66	53.6%
Milwaukee Area Technical College	28	22.7%

	Number	Percent
MATC Instructor	12	9.7%
MATC Counselor	6	4.8%
Visually Impaired Program	3	2.4%
MATC Financial Aid Office	2	1.6%
Hearing Impaired Program	2	1.6%
Tutoring Center	1	.8%
MATC Students	1	.8%
Other	1	.8%

High School	14	11.3%
Self	11	8.9%
Family	2	1.6%
UWM	1	.8%
Psychiatrist	1	.8%
TOTAL	123	

Total Referrals to the Learning Disabilities Project
September 1, 1985 to April 14, 1988

Source	1985-86	1986-87	1987-88
MATC			
Admission Counselors	34	30	10
Instructors	33	21	12
Recruitment	2	9	0
Student	3	4	3
Administration	2	2	1
Sp. Needs Sec.	3	0	0
I.V.R.	2	1	0
Proj. Second Chance	0	2	0
Tutoring Center	0	2	0
V.I. Program	1	0	1
H.I. Program	1	0	0
Financial Aids	0	0	8
TOTAL, MATC	81	71	35

The Learning Center Learning Disabilities Project, contd.

Source	1985-86	1986-87	1987-88
DVR	60	39	70
Self	24	15	14
High School	19	13	32
Family	15	13	1
R. Finger, MAALD	2	2	0
O.I.C.	0	3	1
U.W.M.	2	1	1
Orton Dyslexia Soc.	0	2	0
Jewish Social Services	1	0	1
U.W. Stout	1	0	0
W.C.T.C.	1	0	0
Psychiatrist	1	0	0
C.C.L.S.	1	0	2
Speech Therapist	1	0	0
S.E.R.	1	0	0
Gateway Tech. College	1	0	0
DePaul Belleview	0	1	1
New Medico	0	1	0
Conservico	0	1	0
Newspaper	0	0	1
Friend	0	0	3
Probation & Parole	0	0	1
TOTALS	211	162	163

PROGRAM ENROLLMENT

Associate Degree 53 students (43%) enrolled in 22 different programs.

Accounting: 4
Banking and Finance: 1
Business Data Processing: 3
Child Development: 4
Commercial Art: 3
Computer Science: 2
General Education: 5
Hotel-Motel Management: 1
Human Services Associate: 5
Marketing Management: 1
Occupational Therapy Assistant: 2
Photography: 2
Physical Therapy Assistant: 1
Police Science: 3
Pre-business: 1
Pre-graphics: 1
Pre-health: 4
Pre-service: 1
Pre-technology: 2
Printing & Publishing: 2
Restaurant & Hotel Cookery: 4
Telecasting: 2

Crossover 13 (10.5%) students

The Learning Center Learning Disabilities Project, contd.

Adult Vocational 45 students (36.5%) enrolled in 25 different programs.

Air Conditioning, Heating & Refrigeration: 1
Auto Servicing: 3
Aviation Mechanic: 1
Bricklaying: 2
Child Care Assistant: 2
Child Care Services: 3
Clerk/Typist: 5
Combustion Engines: 2
Cosmetology: 1
Computer Aided Drafting: 3
Electronics Servicing: 4
Food Preparation Assistant: 2
Hydraulics: 1
Health Unit Clerk: 1
Horticulture: 3
Industrial Sewing: 1
Licensed Practical Nursing: 1
Machine Operation: 1
Medical Assistant: 1
Metal Casting: 1
Printing: 3
Retail Baking: 2
Small Engine Repair: 1
Tool and die: 1

G.E.D. 2 (1.6%) students

Adult High Schools 4 (3.2%) students

No Program Code 6 (4.8%) These students may be enrolled in just one class and have not been admitted into a program of study.

CAMPUS ENROLLMENT

	Number	Percent
North	11	8.5%
West	8	6.5%
South	12	10%
Downtown	92	75%

PROGRAM COMPLETIONS SINCE JULY 1, 1987 3

Program	Number of Students	Date Completed
Clerk/Typist	1	12/87
Early Childhood I course	1	12/87
Health Unit Clerk	1	1/88

ANTICIPATED PROGRAM COMPLETIONS THROUGH JUNE 30, 1988 27

Program	Number of Students	Date Completed
Computer Aided Drafting	1	5/88
Small Engine Repair	1	5/88
Infant Toddler	2	5/88
Early Childhood I & II	4	5/88
Clerk/Typist	2	5/88
Child Care Services	1	5/88
Child Development	1	5/88
Hydraulics	1	5/88
Accounting	1	5/88
Food Preparation Assistant	2	5/88
Aviation Mechanic	1	6/88
Combustion Engines	1	5/88
Automobile Servicing	2	5/88
Air Conditioning, Heating & Ref.	1	5/88
Horticulture	1	5/88
Appliance Servicing	1	5/88
Printing & Publishing	1	5/88
Printing	1	5/88
Retail Baking	2	5/88

NUMBER WITHDRAWING FROM THE LEARNING CENTER 20 (16%)

Reasons for Withdrawal

Failing Program and/or reevaluating goals	11
Never attended	4
Became employed	3
Transfered to another school	1
Transfered to ABE	1

DIVISION OF VOCATIONAL REHABILITATION CLIENTS PARTICIPATING, BY OFFICE

	Number	Percent
Northeast Office	25	20%
Northwest Office	25	20%
Southeast Office	16	13%
Southwest Office	37	30%
Waukesha Office	18	15%
Fond du Lac Office	2	2%

The Learning Center Learning Disabilities Project, contd.

Summary of Anticipated Successful Outcomes

April 14, 1988

Outcomes	Number
Students served since July 1, 1988	123
Students who will complete their program by June, 1988	27
Students who left school due to employment	3
Students who will transfer to another school	1
Students who transferred to another MATC program	3
Students who will return in September, 1988	79

TOTAL SUCCESSES	113	92%
STUDENTS WHO WITHDREW	10	8%

The Learning Center Learning Disabilities Project, contd.

MATC: The Key to Success

Report on the Learning Disabilities Program
July 1 - December 23, 1988

April 1, 1989

Excerpts

Enrollment

Cumulative enrollment 147
Summer school enrollment 19
Continuing enrollment, January, 1989 116

Student Age

Age range 18-47 years

Average age for males 23.43 years

Average age for females 25.42 years

Race Statistics

	Number	Percent
BLACK	30	20.4%
Male	16	10.9%
Female	14	9.5%
HISPANIC	2	1.3%
Male	0	0%
Female	2	1.3%
CAUCASIAN	113	76.8%
Male	69	46.9%
Female	44	29.9%
ASIAN	1	.7%
Male	1	.7%
Female	0	0%

*OTHER	1	.7%
Male	0	0%
Female	1	.7%

*denotes mixed heritage

Gender Statistics

	Number	Percent
Males	86	58.5%
Females	61	41.5%

Educational Background

	Number	Percent
Associate Degree	1	0.7%
Vocational Diploma/ Certificate	2	1.4%
Some Postsecondary	46	31.3%
High School Graduates	87	59.2%
G.E.D.	7	4.8%
Less than 12th grade	4	2.7%

Referral Sources of Students Enrolled

Source	1987-88	1988-89
Division of Vocational Rehabilitation	66 (54%)	80 (54%)
Milwaukee Area Technical College	28 (23%)	27 (18%)
High Schools	14 (11%)	14 (10%)
Self	11 (9%)	18 (12%)
Family	2 (2%)	1 (1%)
Friends	0	3 (2%)
Community Organizations	2 (2%)	4 (3%)

The Learning Center Learning Disabilities Project, contd.

Total Referrals to the Learning Disabilities Project
September 1, 1985 to March 20, 1989

Source	1985-86	1986-87	1987-88	1988-89
MATC				
Admission Counselors	34	30	10	14
Admission Testing*	-	-	-	10
Instructors	33	21	12	8
Recruitments	2	9	0	0
Other students	3	4	3	3
Administration	2	2	1	0
Special Needs#	3	-	-	-
Career Planning/IVR	2	1	0	2
Proj. Second Chance	0	2	0	0
Tutoring Center	0	2	0	0
V.I. Program	1	0	1	0
H.I. Program	1	0	0	0
Financial Aids	0	0	8	0
TOTAL, MATC	81 (38%)	71 (44%)	35 (21%)	37 (26%)
DVR	60 (28%)	39 (24%)	70 (43%)	38 (28%)
Self	24 (11%)	15 (9%)	14 (9%)	14 (10%)
High School	19 (9%)	13 (8%)	32 (20%)	44 (31%)
Family	15 (7%)	13 (8%)	1 (1%)	4 (3%)
Other	12 (6%)	11 (7%)	11 (7%)	3 (2%)
TOTALS	211	162	163	140

*New Admission Testing procedures 1988-89
#Source only applicable to first year of project.

The Learning Center Learning Disabilities Project, contd.

Associate Degree

99 students (67.3%) enrolled in 31 different programs.

Automated Manufacturing Technology:	1
Accounting:	2
Banking and Finance:	1
BioMedical Technology:	1
Business Data Processing:	4
Business Mid-Management:	4
Child Development:	3
Commercial Art:	2
Computer Information Systems:	1
Computer Science:	1
Crossover:	3
Dental Assistant:	2
Heating, Ventilation, & Air Conditioning:	1
Hotel-Motel Management:	1
Human Services Associate:	9
Interior Design:	2
Landscape Management:	2
Legal Assistant:	3
* Liberal Arts:	19
Machine Tooling:	1
Marketing Management:	4
Mechanical Design Technician:	1
Occupational Music:	1
Occupational Therapy Assistant:	4
Photography:	1
Police Science:	4
Pre-business:	1
Pre-technology:	2
Printing & Publishing:	4
Restaurant & Hotel Cookery:	12
Telecasting:	2

*General Education has been changed to Liberal Arts.

Adult Vocational (Diploma & Certificate)

42 students (28.6%) enrolled in 18 programs.

Auto Body:	1
Air Conditioning, Heating, & Refrigeration:	1
Auto Servicing:	5
Carpentry:	3
Child Care Assistant (40 hour class):	4
Child Care Services:	3
Combustion Engines:	1
Cosmetology:	1
Computer Aided Drafting:	1
Electronics Servicing:	3
Horticulture:	7
Medical Assistant:	1
Metal Casting/Molding:	1
Printing:	4
Retail Baking:	2
Surgical Assistant:	1
Tool & Die:	2
Upholstery:	1

Adult High School 3 students (2.05%) enrolled

Miscellaneous or No Program Code 3 (2.05%) These students may be enrolled in just one class each and have not yet been admitted into a program of study.

The Learning Center Learning Disabilities Project, contd.

Program Completions
July 1 - December 23, 1988

Program	Number of Students	Date Completed
Early Childhood Certificates	2	10/88
Auto Servicing	2	10/88
Restaurant & Hotel Cookery	1	12/88
Computer Aided Drafting	1	12/88
Police Science	1	12/88
Combustion Engines	1	12/88
Accounting	1	12/88
Total	9	

Credential	Number
Associate Degree	3
Adult Vocational Diploma	4
Adult Vocational Certificates	2

Anticipated Completions

Program	Number of Students	Date Compelted
Computer Science	1	5/89
Human Services Associate	2	5/89
Telecasting	2	5/89
Electrician Apprentice	1	5/89
Child Care Services	3*	5/89
Auto Body	1	5/89
Auto Servicing	2	5/89
Carpentry	2	5/89
Printing & Publishing	2	5/89
Upholstery	1	5/89
Retail Baking	3	5/89
Printing	2	5/89
Early Childhood Certificate	3	5/89
Legal Assistant	1	5/89
Business Data Processing	1	5/89
Tool & Die	1	5/89

*One student in this category is a duplicate from last year because she had to repeat courses that were not completed satisfactorally last year.

The Learning Center Learning Disabilities Project, contd.

Program	Number of students	Date
Legal Assistant	1	7/89
Cosmetology	1	7/89
Health Unit Clerk	1	7/89
Total	29	

Credential	Number
Associate Degree	10
Adult Vocational Diploma	15
Adult Vocational Certificate	3
Apprentice	1

Honors and Special Achievements

On April 12, 1989, three learning disabled students were initiated into the Phi Theta Kappa Scholastic Honor Fraternity. This makes a total of four, since one student was initatied in the Fall of 1987. In order to qualify, a student must maintain a 3.5 grade point average for two consecutive semesters while carrying a minimum of twelve credits per semester. This honor is denoted by a special insignia on his or her transcript as well as recognition at graduation. We are very proud of the achievements of these students.

In December, 1986, one of our students began the Aviation Mechanic Program. This intense program lasts one and a half years and has strict academic and attendance requirements. At the completion of the program, the student is required to pass the written, oral, and performance FAA exams in order to become licenses to work as an aviation mechanic. Due to the strong commitment of the student, the Aviation Mechanic Program, DVR, and The Learning Center staff, the student successfully passed the last of his exams on April 11, 1989 and is now a licensed aviation mechanic.

The Learning Center Learning Disabilities Project, contd.

Successful Outcome Summary

Summer Session and Fall Semester, 1988

April 1, 1989

Students served July 1, 1988 - December 23, 1988	147
Students who returned January 17, 1989	116
Students who completed their program and became employed by 12/23/88	7
Students who completed their program by 12/23/88 (employment status unknown)	2
Students who left school and became employed	4
Students who transferred to another school	3
Students who left school to seek employment (with DVR approval)	2
TOTAL	18

	Number	Percent
TOTAL SUCCESSES	134	91%
Students who withdrew	13	9%

Reasons for withdrawal

	Number
Medical	5
Unknown	3
Academic	3
Financial	1
Incarceration	1

Statistical Report

Milwaukee Area Technical College
Center for Special Needs

Learning Impairment

Major Category	Minor Category	Number	Percent
Total LIP Students		147	
Secondary Disability	Chemically Dependent	5	3.40%
	Closed Head Injuries	3	2.04%
	Diabetes	2	1.36%
	Emotionally Disturbed	11	7.48%
	General Special Needs	11	7.48%
	Hearing Impaired	3	2.04%
	Learning Impaired	1	0.68%
	Mentally Retarded	1	0.68%
	Orthopedically Impaired	9	6.12%
	Visually Impaired	6	4.08%
	None	109	74.15%
	EFFECTIVE VALUE	52	35.37%
Gender	Male	86	58.20%
	Age		
	Youngest 18		
	Oldest 45		
	Average 23.56		
	Female	61	41.50%
	Age		
	Youngest 18		
	Oldest 47		
	Average 25.38		
Race	Asian	1	0.68%
	Black	30	20.41%
	Caucasian	113	76.87%
	Hispanic	2	1.36%
	Native American	0	0.00%
	Other	1	0.68%

The Learning Center Learning Disabilities Project, contd.

Statistical Report, contd.

Major Category	Minor Category	Number	Percent
Education Level at Entry	Below High School	4	2.72%
	High School	87	59.18%
	G.E.D.	7	4.76%
	Some Postsecondary Training	46	31.29%
	Associate Degree	1	0.68%
	Vocational Diploma/Certificate	2	1.36%
Testing Results	Asset Reading		
	Lowest	12	
	Highest	36	
	Average	23.95	
	Asset Language		
	Lowest	13	
	Highest	50	
	Average	37.89	
	Asset Math		
	Lowest	8	
	Highest	44	
	Average	16.82	
DVR School Status	DVR Client (Sending P.O.)	104	70.75%
	DVR Client (Not Sending P.O.)	11	7.48%
	Non-DVR Client	32	21.77%
Referral Source	Self	18	12.24%
	DVR	80	54.42%
	High School	14	9.52%
	Family	1	0.68%
	Friends	3	2.04%
	MATC	27	18.37%
	Other Community Resources	4	2.72%
Income Source	Employed Full Time	8	5.44%
	Employed Part Time	47	31.97%
	Parents or Spouse	44	29.93%
	SSI/SSDI/SSA	17	11.56%
	Unemployment Compensation	1	0.68%
	Receiving Financial Aid	37	25.17%
	Welfare/AFDC	8	5.44%

The Learning Center Learning Disabilities Project, contd.

Statistical Report, contd.

Major Category	Minor Category	Number	Percent
	Other	34	23.13%
	EFFECTIVE VALUES	196	133.33%
Home VTAE District	Milwaukee	136	92.52%
	Waukesha	7	4.76%
	Fond du Lac	0	0.68%
	Kenosha	1	0.68%
	Racine	1	0.68%
	Sheboygan	1	0.68%
Campus	Milwaukee	120	81.63%
	North	12	8.16%
	South	9	6.12%
	West	6	4.08%
Scholastic Goal	Associate Degree	99	67.35%
	Vocational Diploma	36	24.49%
	Vocational Certificate	6	4.08%
	High School Diploma	3	2.04%
	Miscellaneous Coursework.	3	2.04%
Semester of Enrollment	First	66	44.90%
	Second	13	8.84%
	Third	33	22.45%
	Fourth	10	6.80%
	Fifth	14	9.52%
	Sixth	3	2.04%
	More than Six Semesters	8	5.44%
Enrollment Status	Day	135	91.84%
	Evening	5	3.40%
	Both	7	4.76%
Time Stat, Beginning Sem.	Full time	94	63.95%
	3/4 Time	23	15.65%
	1/2 Time	20	13.61%
	1/4 Time	10	6.80%

The Learning Center Learning Disabilities Project, contd.

Statistical Report, contd.

Major Category	Minor Category	Number	Percent
Time Stat, End of Sem.	Full Time	93	63.27%
	3/4 Time	24	16.33%
	1/2 Time	20	13.61%
	1/4 Time	10	6.80%
Status at End of Term	Continuation		
	At MATC	116	78.91%
	At Another School	3	2.04%
	Completion		
	Graduating	9	6.12%
	Goals Achieved	134	91.15%
	Goals Not Achieved	13	8.84%

Interagency Performance Agreement
Between
Wisconsin Department of Health & Social Services,
Division of Vocational Rehabilitation
and
Milwaukee Area Technical College

This performance agreement is for the period July 1, 1985 through June 30, 1986, by the Division of Vocational Rehabilitation hereinafter referred to as DVR, or Division and Milwaukee Area Technical College, hereinafter referred to as the Provider.

Liaison with the Division shall be through Ray Truesdell or Designee, who shall represent the Division's interest in review of quality, quantity, rate of progress, and timeliness of services and related considerations as outlined in the Agreement. The Provider employee responsible for administration of this agreement will be John Deady.

The DVR and the Provider agree to the following:

I. General

   A. The Provider shall provide for the services hereinafter set forth in accordance with the best professional standards.

   B. Nondiscrimination Assurance

      1. Services, financial aid, employment opportunities and other benefits of any contractors or subcontractors of the Wisconsin Department of Health and Social Services must be provided on a nondiscriminatory basis as required by Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1973 as amended, and the Wisconsin Statutes 111.31-37 and 16.765.

      2. In connection with the performance of work under this contract, the Provider agrees not to discriminate against any employe or applicant for employment because of age, race, religion, color, handicap, sex, physical condition, developmental disability as defined in 2.51.01(5), sexual orientation or national origin.

         This provision shall include, but not be limited to, the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Except with respect to sexual orientation, the provider further agrees to take affirmative action to ensure equal employment opportunities. The Provider agrees to post in conspicuous places, available for employes and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of the nondiscrimination clause.

3. The Provider shall submit a copy of the agency's affirmative action plan within 15 days after the award of the contract.

4. The applicant must comply with the provisions of Section 504 of the Rehabilitation Act of 1973 as amended, and attendant Federal regulations as established by the U.S. Department of Education.

5. The Department of Health and Social Services reserves the right:

   a) to review and/or investigate all activity with respect to this section;

   b) to develop and implement further guidelines for the obligations of the subcontractor or subgrantee; and

   c) to take such actions as may be necessary and consistent with the above cited laws or other laws or regulations which may become applicable.

C. Legal Relations

1. The Provider shall at all times comply with and observe all federal and state laws, local laws, ordinances, and regulations which in any manner affect the work or its conduct.

2. In carrying out any provisions of this Agreement, or in exercising any power or authority granted to the Provider thereby, there shall be no personal liability upon the Division, it being understood that in such matters the Division acts as agent and representative of the State of Wisconsin.

D. Termination of Agreement

The Division or Provider may terminate this Agreement at any time at its sole discretion by delivering thirty (30) days written notice sent by registered mail to the address shown on this agreement. Upon termination of this Agreement, liability shall be limited to the cost of the services performed as of the date of termination.

E. Arbitration

Disputes regarding quality, quantity, timeliness, and audits shall be subject to arbitration as provided in Chapter 788, Wisconsin Statutes.

F. Right to Publish

The Provider shall be allowed to write and have his/her writing published with the following conditions:

1. The Provider shall not write on subjects concerning the internal operations of the Division, or any other agency of the State of Wisconsin.

2. The Provider and Division shall make simultaneous review before publishing writing on subjects associated with work under this Agreement.

G. Right of Reproduction

The Division shall have the right to reproduce and use at its discretion, and without reimbursement to the Provider, the publications produced as a result of project activity. The use of these publications by the Division shall be governed by applicable state and federal regulations.

H. Review

The Division may, at its discretion, conduct periodic site visits to review progress and monitor the work being performed under this Agreement, and assure that all provisions of this Agreement are complied with by the Provider.

I. Protection of Human Subjects

The Provider will adhere to applicable federal regulations in the conducting of project activities involving human subjects.

J. Records

The Provider agrees that all records pertaining to activities covered by this Agreement will be retained for a period of not less than three (3) years following the termination of this Agreement or until such time that any audit exceptions are resolved, whichever is longer, and that such records will be available for inspection and review by State and/or Federal personnel upon request of the Division.

K. Property and Equipment

All tangible property and equipment purchased by the Provider for the project using funds provided by The Division under this Agreement shall remain the Division's property. The Provider shall maintain an accurate and current inventory of all equipment purchased under this Agreement. Such inventory shall be available for inspection by the Division upon written or verbal request of the Division. At a minimum, such inventory must include a complete listing of the equipment, serial number or other identification as appropriate, the initial cost of the equipment, whether new or used, and the location of the equipment.

L. Disposition

In the event that the project discontinues its operation, or at the termination of the project, and the facilities and services provided in the project are no longer needed or used for the purpose intended, the Provider shall provide the Division with the inventory required under Part I (K) of this Agreement so that the Division may make a determination as to the disposition of all tangible goods or property in which the Division has an interest or retains either partial or total ownership.

M. Political Activities

The Provider may not use any funds under this Agreement for expenses related to any activity designed to influence legislation or appropriations pending before the U.S. Congress. Failure to comply with this section will result in termination of this agreement according to the provisions specified in Part I (D).

N. Client Records

For the purpose of program monitoring and auditing, DVR shall have access to relevant project client records maintained by the Provider consistent with confidentiality requirements according to Section 47.02 (7), Wisconsin Statutes, and s.HSS 258, Wisconsin Administrative Code.

O. Client Documents

For the purpose of client planning and project reporting, the Provider's staff will have access to relevant DVR client documents consistent with the confidentiality requirements referenced in N (preceding).

II. Scope of Services

A. Introduction

The purpose of this Agreement is to purchase project services from the Provider for a demonstration of the grant activities described following VI. C. below.

The following shall be the responsibility of the Provider:

The Learning Center Learning Disabilities Project, contd.

1. The Provider shall maintain an accounting system, in accordance with the DHSS Allowable Cost Policy manual (December, 1984 Revision). Such accounting system shall be sufficiently detailed to provide all data and information necessary for audit purposes. Such accounting records shall be retained not less than three (3) years after the termination of this agreement, and shall be available for inspection and audit by State or Federal personnel upon request of the Division;

2. Business management, including budget monitoring, payroll, mileage reimbursements, purchase of necessary supplies and equipment;

3. Provision of office and/or work space necessary for the project;

4. Administration of personnel;

5. Liaison with State agency counselors;

6. Data collection and research preparation regarding project objectives;

7. The Provider agrees to identify and report all in-kind contributions and actual dollars contributed to support the project activities in order to identify accurately the costs and benefits of project activities.

8. Preparation of all required project reports, as outlined below:

    a) The provider shall submit a Learning Disabilities Report to the DVR counselor no later than two weeks after the client completes the evaluation.

    b) Written monthly reports will be submitted to the DVR counselor detailing the client's progress.

    c) The Provider shall provide a monthly listing of all clients being served in this project.

9. Final Reports. Regardless of the duration of a project, a final narrative report of achievements and accomplishments must be submitted to the Division within 60 days of the official termination of the project.

10. Failure to submit reports as herein specified will result in the withholding of partial or total payment under this Agreement, as detailed in Part V of this Agreement.

11. Failure to submit two successive reports as herein specified may result in termination of this Agreement by the Division as outlined in Part I (D) of this Agreement.

12. Failure to submit reports which contain the information herein specified will be a definite consideration by the Division for all projects requesting continuation funding, or for future funding requests from the Provider for other project funding.

13. No project funding will be approved for longer than 12 months. Project activities which are to exceed 12 months must be submitted for renewal funding, and the annual report must be included as part of the renewal application for continued funding.

B. Program Requirements

1. The Provider shall be reimbursed for project activities and services for project clients described following VI. C. below.

2. The Division agrees that the local DVR Offices in Milwaukee will assign staff to the project to facilitate the successful implementation of rehabilitation programs for project clients. The DVR counselors working with project clients will complete all necessary DVR forms and processes in order to document DVR eligibility, case planning, provision of services, and case closure. Copies of DVR processes and procedures developed for project activities and clients will be shared with provider project staff.

3. The Provider shall provide to DVR other project data and progress reports upon the request of the Purchaser. Both parties shall agree to format and time frames required to produce these reports.

4. Monitoring of this agreement will be accomplished through quarterly reviews between DVR and the Provider.

III. Performance objectives

A. Statement of Intent

This Agreement between DVR and the Provider is for the purpose of evaluation and supportive services for DVR eligible learning disabled clients in Milwaukee County.

IV. Payment to the Provider

A. Total Amount

Subject to the limitations specified in this Agreement, the total amount to be paid to the Provider for all designated services to be purchased shall not exceed $107,000.

This stated amount represents the gross amount agreed upon for the purchase of designated services by the Division. Under no circumstances shall any line item adjustments, as described in Part IV (B) (4) of this Agreement, and made during the life of this Agreement, result in an increase in this gross amount as herein specified.

B. Payment for Purchased Services

1. First Two Months of the Agreement. Payment for the initial two (2) months of this Agreement shall be made in advance for each month on the basis of one-twelfth (1/12) of the total amount as specified in Part IV (A). The invoice(s) for the first two months of the Agreement may be made as soon as the Agreement has been accepted and approved, as evidenced by the authorized signatures of both and the Provider and Division. Payment for the remainder of this Agreement shall be according to the procedures set forth in Part IV (B) (2). The Division reserves the right to withhold payments to the Provider for noncompliance as specified in Part V of this Agreement. This right may be exercised at any time during the life of this Agreement. Payments will be released when the Provider complies with the terms of this Agreement. If the Provider does not comply with the terms of this Agreement, the Division will terminate the Agreement as specified in Part I (D) of this Agreement.

2. Remaining life of Agreement. Following the initial two months, all payments for the remaining life of this Agreement shall be made on the basis of reimbursement for actual expenses incurred. Submitting an invoice for reimbursement of actual expenses may be initiated following completion of the first month of the Agreement. Thereafter, the frequency of submitting invoices for reimbursement shall be at the option of the Provider (eg., biweekly, monthly, etc.).

3. Documentation of Actual Expenses. When invoicing according to actual expenses beginning after the first month, all expenses must be supported by appropriate documentation. Original or copies of original invoices substantiating the claim and indicating actual expenditures must be included for each expense that is claimed. Cancelled checks and credit card receipts by themselves are not acceptable as sufficient documentation. Documentation for salary must include a list of each position, the amount paid, and the time period covered, and the computations and amounts actually paid for that period. Reimbursement for all claims will be made on the basis of actual expenditures incurred, as supported by documentation. All documentation must be clearly legible. Invoices which include claims that are not properly or sufficiently documented or are not legible will be returned to the Provider, resulting in delays in payment. Unless otherwise justified, reimbursement for travel expenses will be made in accordance with current Department of Employment Relations guidelines as presented in

Appendix C. Travel expenses, as with all other expenses claimed, must be justified by appropriate documentation. Any revenue or refunds received in the conduct of the project should be offset in the expenditure claim.

4. Line Item Adjustments. For nonpersonnel costs only, the Provider will be allowed to make adjustments in line items up to a plus or minus 10% variance for any individual line item from the originally approved budget, without receiving prior permission from the Division. For line item adjustments of any amount in personnel costs, and for line item adjustments exceeding the 10% variance allowance in non-personnel costs, the Provider must receive written permission from the Division prior to making such adjustments or incurring any expenses which would reflect such adjustments.

5. Audit and Audit Review. Within ninety (90) days after the termination of this Agreement, the provider shall provide to the Division a certified audit report of actual expenses and revenues covered by this Agreement. Expenses incurred in the final two months of the Agreement should be compared to the advance payments make for the initial two months. Where expenses exceed the advanced amount, and providing that the total amount as specified in Part IV (A) is not exceeded, the difference shall be reimbursed to the Provider according to the procedures in Part IV (B) (2). Where expenses are less than the advanced amounts, the difference must be refunded to the Division by the Provider, by check, made payable to the Division of Vocational Rehabilitation or deducted from any future payments which may be under a new contract. Upon receipt of the audit report from the Provider, the Division may conduct its own audit review to verify the amount of overpayment or underpayment. The Division may also, at its sole discretion, review and audit the accounting records for the entire duration of the Agreement as specified in Part II (A) (1) of this Agreement.

6. Invoices. All invoices for payment shall be submitted to the Division of Vocational Rehabilitation, Facilities Section Accounting, 1 W. Wilson, 8th Floor, Box 7852, Madison, Wis., 53707. Such invoices shall include the following:

    a) A dated cover sheet or billing invoice indicating the amount being claimed for each budget line item and the total amount being claimed. It shall also clearly indicate the billing period being invoiced, the purchase order number, and must be signed by an authorized representative of the Provider.

    b) Attached to the cover sheet or billing invoice must be all supporting documentation for each expenditure being claimed.

    c) Final invoices must be submitted within 45 days after the termination of this Agreement.

7. Any audit exceptions within the purview of this agreement that result from an audit by an agency of the Federal government shall be the sole responsibility of the Provider.

V. Withholding of Contract Payment

A. Withholding Payment

Not withstanding any other payment provisions of this Agreement, failure of the Provider to submit required reports when due, or failure to perform or deliver required work, supplies, or services, will result in the withholding of payments under this Agreement, unless such failure arises out of causes beyond the control and without the fault or negligence of the Provider as defined under the clause entitled "Excusable Delays", in Part V (B).

B. Excusable Delays

Except with respect to failures of subcontractors, the Provider shall not be considered to have failed in performance of this Agreement if such failure arises out of causes beyond the control and without the fault or negligence of the Provider. Such causes may include, but are not restricted to, acts of God or of the public enemy, acts of the Government in either its sovereign or contractual capacity, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, and unusually severe weather, but in every case the failure to perform must be beyond the control and without the fault or negligence of the Provider. If the failure to perform is caused by the failure of a subcontractor to perform, and if such failure arises out of causes beyond the control of both the Provider and the subcontractor, and without the fault or negligence of either of them, the Provider shall not be deemed to have failed in performance of this Agreement.

VI. Indemnity

A. Each agency agrees that any loss or expense (including cost and attorney fees) by reason of liability imposed by law, will be charged to the agency responsible for the office, employee or agent whose activity caused the loss or expense.

B. This agreement or any part thereof may be renegotiated in circumstances such as:

1. increased or decreased volume of services;
2. changes required by federal law or regulations, state law or regulations, or court action;
3. monies available affecting the substance of this agreement.

C. It is understood and agreed that the entire agreement between the parties is contained herein, except for those matters incorporated herein by reference, and that this agreement supersedes all oral agreements and negotiations between the parties related to the subject matter thereof.

Authorized Representative of the Division of Vocational Rehabilitation	Date
Authorized Representative of the Provider	Date

LEARNING WITH YOUR MUSCLES

Suggested ways to use "Learning with Your Muscles"

1. **Vocational rehabilitation counselors** could give these techniques for learning to training professionals to use with learning disabled students.
2. **Learning Center instructors** could use these techniques as part of their coursework or services to assist learning disabled students in learning.
3. **Parents** could use this form to suggest learning techniques for their learning disabled student to use when doing homework.
4. **Individuals with learning disabilities** can use this form to explore ways to improve their learning skills.

LEARNING WITH YOUR MUSCLES

Developed by: Jeffery Barsch, Learning Disability Clinic, 4667 Telegraph Rd., Ventura College, Ventura, CA 93003

Having memory problems?
Restless when studying?
Body aches and pains?
Need physical exercise?
Willing to try a new learning system?

If the answer to any of these questions is yes, read the material in this paper.

Many times an alternative learning system is worth exploring when you are having trouble mastering college subjects. This pamphlet will briefly explore using your muscles as a learning aid.

1. Changing body postures when studying

   It may be helpful for you not to study sitting on a chair at a desk in the traditional manner. Try using these study positions:

   Laying on your stomach
   Laying on your back
   Sitting Indian style
   Leaning against a wall
   Walking around the room

   Change positions every 15 minutes. This system will keep you alert and help you stay awake.

2. Taking the long walk

   When you have material to memorize it is very helpful to walk and memorize at the same time. Take your book or study material with you when you walk. As you talk, try to think about the terms and concepts you need to remember. If you cannot remember, stop for a moment, review your book and then start walking again. It is very hard to walk and think at the same time; however, once you master this system you will not forget your material.

3. The squeeze

   Get a small rubber ball. As you study or read squeeze the ball in your left hand and then your right hand. Squeeze as hard as you can four times during a two minute period. Continue on a regular basis.

Learning with Your Muscles, contd.

Why?

Some of these activities may seem silly but learning research points out the following factors:

a) Those who use their body muscles when learning remember material longer;

b) There is a high correlation between mental alertness and your physical condition;

c) Studying material in a novel way aids your memory;

d) Physical fitness improves your chances of living a longer life.

NOTETAKING CHECKLIST

Suggested ways to use the "Notetaking Checklist"

1. **Vocational rehabilitation counselors** could give this checklist directly to the learning disabled student or to the training professional working with the learning disabled client.

2. **Special educators** can use this checklist to help learning disabled students improve their notetaking skills.

3. **Learning Center instructors** can use this form to help learning disabled students improve their notetaking skills.

NOTETAKING CHECKLIST

Reprinted from: Russell T. Osguthorpe, Jimmie Joan Wilson, Warren R. Goldman, and John E. Panera. (1980). The tutor/notetaker: Providing academic support to mainstreamed deaf students. Washington, D.C. The Alexander Graham Bell Association for the Deaf, Inc., 3417 Volta Pl., N.W., Washington, DC 20007

On the following pages is a checklist for you to use in evaluating the quality of your notes and your notetaking services. You should go through the checklist periodically and rate yourself as a notetaker. As you begin to identify those skills needing improvement, jot them down where you'll see them often (perhaps the first page in your Notetaker book) so that you will be reminded of the areas you are working on. Once you feel confident in each area, the checklist can be administered less frequently.

Tutor/Notetaker____________________ Students____________________

____

Course____________________ Date____________________

Functions	Yes	No
1. I am on-time to class.	____	____
2. I ask for feedback on the quality of my notes from:		
students	____	____
professor	____	____
3. I have discussed my role as a T/N with the professor.	____	____
4. I support student rules concerning attendance and notes distribution.	____	____
5. I try to leave my own biases out of the notes.	____	____
Mechanics		
1. Each page has a number, title and date.	____	____
2. The paper is 8 1/2 x 11 written on one side only.	____	____
3. I use dark ink.	____	____
4. My writing is legible.	____	____

Notetaking Checklist, contd.

	Yes	No
5. When I am unsure of a word or an idea, I leave it blank and then fill it in later.	____	____
6. My spelling is accurate.	____	____

Techniques and Instructional Helps

1. I use white space effectively.	____	____
2. I have the ability to listen and store while I write.	____	____
3. I make maximum use of the cues given by the teacher.	____	____
4. I mark points of emphasis so that they are more noticeable.	____	____
5. I define difficult vocabulary.	____	____
6. I use complete sentences.	____	____
7. I use meaningful examples.	____	____
8. I use diagrams and illustrations effectively.	____	____
9. I try to organize the information in the most understandable way.	____	____
10. My notes are complete.	____	____
11. In a discussion I indicate who is speaking.	____	____
12. I use only abbreviations that students understand.	____	____
13. I have tried reworking the notes after class.	____	____

PARENTS' CHECKLIST FOR MONITORING STUDY

Suggested ways to use "Parents' Checklist for Monitoring Study"

1. **Vocational rehabilitation counselors and special educators** can share this checklist with learning disabled clients who still live with their parents, and who are enrolled in secondary or postsecondary education programs. The professionals should review each item on the list with both client/student and their parents in order to ensure that all concerned understand. If the professionals would also provide samples/examples for each item, it would enhance the user's understanding of what to do.

2. **Individuals with learning disabilities and their parents** can use the list to determine:

   a) what to do as part of the studying process;

   b) what skills the student needs more work on;

   c) whether or not the student and/or parents will need help from a teacher in developing and practicing effective study skills.

   The list will also help when determining what areas require alternative/compensatory approaches so that the student will be able to develop needed proficiency.

PARENTS' CHECKLIST FOR MONITORING STUDY

Quoted from: L.M. Clary. (September, 1986). Help for the homework hassle. Academic Therapy, 22, pages 58-59. Quoted with permission.

Using the Checklist

Parents should answer each question "yes" or "no." Any "no" answers suggest areas to focus on. Review the checklist before studying for major assignments. This can prevent omission of something important.

Before Study

1. Have I helped my child organize the time, space, and materials needed for study?
2. Do I know exactly what the assignment involves? Have I called the teacher if I am unsure about anything?
3. Have I looked over the assignment so that I can help my child preview it?
4. Do I need to ask the teacher to give me more background on the subject?
5. Have I checked the vocabulary for words that I think my child may not know? (List with page numbers.) ______________________________
6. Have I written some questions to suggest as purposes for my child as he/she reads? ________
   ____
7. Have I checked with the teacher on the kinds of organization he or she expects my child to do? (Check the appropriate types.)

   _____underline
   _____list
   _____take notes
   _____outline
   _____retell
   _____write a summary
   _____write a practice exam question (compare/contrast, draw conclusions, explain, list, draw a diagram, and so forth)

8. Have I suggested that when my child doesn't understand, he or she should (choose one or more)

   _____reread
   _____jump ahead
   _____use an outside reference (glossary, dictionary, map, etc.)
   _____ask me
   _____ask someone else
   _____write down questions to ask the teacher

Parents' Checklist for Monitoring Study, contd.

1. Have I gone over the questions with my child?
2. Have I helped my child list any questions that he needs to ask the teacher?
3. Have I helped my child practice organizing the material in an appropriate way? (See #7 above.)
4. Have I helped my child rehearse this information for use in an appropriate way? (Check one.)

_____reading the next assignment
_____solving problems
_____doing laboratory assignments
_____writing a paper
_____taking a test

PREPARING FOR ESSAY EXAMINATIONS

Suggested ways to use "Preparing for Essay Examinations"

1. **Vocational rehabilitation counselors** could give these guidelines to learning disabled clients entering or attending postsecondary schools to assist clients in writing essay questions.

2. **Vocational and special educators** could use these guidelines to assist learning disabled students in preparing to answer essay questions.

3. **Parents** could use these guidelines to assist their learning disabled son or daughter to practice on essay questions.

4. **Learning disabled students** planning on enrolling in a postsecondary institution could use these techniques to improve their ability to take essay examinations.

PREPARING FOR ESSAY EXAMINATIONS

Adapted from: The Rancho San Tiago College Learning Center Materials, 17th at Bristol, Santa Ana, CA 92706. Reprinted with permission.

1. Review the syllabus or course outline. Be able to list all major points to be covered AND all first level detail points under each major points--FROM MEMORY (This is your frame of reference - your cognitive map of the subject.) Note: This will insure that you remember all the major points to be discussed in any essay question. If you write a great amount of detail about one major point and leave out two major points, your grade would be only 33% - for one of three possible major points, despite the fact that you write a great deal about one point. You must remember to touch all the major points.

2. Review the text to find:

    a. Major topics
    b. Sub-topics under each major topic
    c. Technical vocabulary
    d. Concepts, principles, issues
    e. Relationships
    f. Causes and effects
    g. Principles, rules

3. Test yourself before the exam by placing yourself in the teacher's place:

    a. Write out questions you think the instructor will ask to test a student's understanding. Then answer the questions yourself. Check to see if you were correct;

    b. Ask yourself questions about each principle, concept, and issue;

    c. Ask yourself questions about causes, effects, etc.

TAKING THE ESSAY TEST (also see "A Test Taking Strategy.")

1. Read All of the questions BEFORE you begin to work on any one of them. If you have options or choices, choose those you know best.

2. Check the number of points for each question and allot your time accordingly. If you spend 20 minutes on a 5 point question and have only 10 minutes for a 50 point question - you may not be alloting your time effectively.

3. READ the question CAREFULLY. (Many essay tests are failed because the student does not read the question carefully.)

Preparing for Essay Examinations, contd.

a. Identify what is asked for;
b. Identify the aspects of the topic asked for;
c. Identify the find of activity required to answer the question, i.e., comparison, contrast, evaluation, etc.

4. Make a quick tentative outline before you begin to write. Include: A statement that introduces your answer, major and minor support topic sentences.

5. When you begin to write your answer, begin with a sentence which directly answers the question. For Example:

   Question: What were the effects of the Santa Barbara oil spill on wild life and on legislation?

   Answer: The Santa Barbara oil spill resulted in the death of various forms of wild life and stimulated both local and national groups to seek preventative legislation.

   This is only your beginning sentence. Then you go into detail about each aspect of the question.

   By writing the question, it often helps you remember the major ideas you are to include. Without this, there is a tendency to ramble, and also to omit one or more of the important parts of the question.

6. If you have time, re-read your answers. Make corrections.

QUESTIONS TO ASK ABOUT ACCOMMODATIONS IN POSTSECONDARY EDUCATION

Suggestions ways to use "Questions to Ask About Accommodations..."

1. **Vocational rehabilitation counselors** can use this list as a guide when inquiring about postsecondary support services available for clients with learning disabilities. This list could also be helpful when considering what services might have to be purchased in order to implement the client's IWRP.

2. **Postsecondary support staff** could use this list when preparing publicity brochures describing services available at their school. Staff could also use the list as an informal check on whether any services not presently being offered should be initiated.

3. **Individuals with learning disabilities and their advocates** could use this list when reviewing postsecondary schools. The list can also be a source of ideas for anyone advocating an increase in the scope and intensity of support services for postsecondary students with learning disabilities.

QUESTIONS TO ASK ABOUT ACCOMMODATIONS IN POSTSECONDARY EDUCATION

Quoted from: Association on Handicapped Student Service Programs in Postsecondary Education. (1987). Unlocking the doors: Making the transition from secondary to postsecondary education. Columbus, OH: Author.

The following list of questions is helpful to use when inquiring about available services at any postsecondary institution.

ADMISSION

What are the admission requirements for a student with LD?

DIAGNOSIS

Is diagnosis available on campus?
If so, is there a charge for it?
If not, where can I go to be tested?
Will that testing be expensive?
Does student health insurance pay for diagnosis?
Will my parents' health insurance cover me?
If I was diagnosed when I was a child, do I need new testing now?
How will the diagnosis be of use to me?

TUTORING

For which subjects is tutoring available?
How do I find a tutor?
Is there a charge for tutoring?

SEMINARS

Are there special seminars for students like me?
What do they cover?
How will they help me?
How do I register for them?

CLASSES FOR CREDIT

Are there classes designed for students with learning disabilities that I can take for credit?
What are the courses?
Are they available every quarter?

ADVOCACY AND ACCOMMODATIONS

Is there someone who will help me obtain accommodations if I run into a problem?
Is there someone who can explain my rights and responsibilities?
Is there a person or committee that considers petitions like requesting to be excused from taking a second language or taking a lighter class load?

Questions to Ask About Accommodations..., contd.

PERSONAL AND CAREER COUNSELING

Is counseling available from someone experienced with learning disabilities?
What areas does personal counseling cover?

SUPPORT GROUP

How do students with learning disabilities get to know each other?
What kinds of topics are covered in a support group?
When and where do support groups meet?

LD SPECIFIC PROGRAMMING

Are there some programs set up just for students with learning disabilities?

TAPING TEXTS

Do you have a program for taping textbooks?
How do I enroll in such a program?
If there is no program, what do print-handicapped students do?
How do I contact Recording for the Blind?

EXTRA TUITION CHARGE

Is there an extra tuition charge for the services you provide students with learning disabilities?
If so, what is the charge?

REMOVING TEST ANXIETY

Suggested ways to use "Removing Test Anxiety"

1. **Vocational rehabilitation counselors** could give this technique to teachers at the secondary or postsecondary level who are providing services to a learning disabled client.
2. **Learning Center instructors** could use this technique with learning disabled students to assist them in taking tests and thus improving their grades.
3. **Parents** could encourage their learning disabled student to use this technique when taking tests.

REMOVING TEST ANXIETY

Developed by: Jeffery Barsch, Learning Disability Clinic, 4667 Telegraph Rd., Ventura College, Ventura, CA 93003

Do you freeze up on tests?
Do you have headaches when you take a test?
Do you get backaches from taking tests?
Feel nervous often?
Do you feel that you never really express yourself well on tests?

If the answer to any of the above questions is yes, you will be interested in the material in this paper.

Test anxiety is a very common problem among any college population. If you are experiencing problems in this area, it is probably due to an inability to relax in problem situations. The following suggestion has proven helpful to students with test anxiety:

1. Breathing. How many breaths per minute you take can determine how relaxed or nervous you really are. If you take few breaths per minute, your body will slow down. A person who is relaxed should be able to limit themselves to three or four breaths per minute without holding his breath. A person who is excited may be taking 15 or 20 breaths per minute. Time yourself for one minute and see what your rate is. Can you lower that rate? (One intake and outtake of air is considered one breath.) Practice this idea when you are taking a test and feel nervous.

2. Squeeze the muscles in your body as tight as you can, then release the muscles. It may be best to use one muscle at a time.

   a) Close your eyes and squeeze; then release.

   b) Push up the muscles in your nose, release.

   c) Curl your tongue in your mouth, squeeze, release.

   d) Push your shoulders up, then release.

   e) Make a fist, squeeze, release.

   f) Lift your feet off the floor, squeeze, then release.

After you have done this exercise, begin combining more than one muscle at a time. For example, squeeze your eyes and your hands at the same time, etc.

SELF-CHECK - IMPROVING YOUR MOTIVATION LEVEL

Suggested ways to use "Improving Your Motivation Level"

1. **Vocational rehabilitation counselors** could give this form to training professionals contracted to provide services to learning disabled clients. Learning disabled clients should discuss these techniques with a counselor or teacher.

2. **Vocational rehabilitation counselors** could use this self-check list with learning disabled students to help them decide on career goals such as going to college or postsecondary school.

3. **Learning Center instructors** could include this form as part of their strategies for helping learning disabled clients function more efficiently at the secondary or postsecondary levels.

SELF-CHECK - IMPROVING YOUR MOTIVATION LEVEL

Developed by: Jeffery Barsch, Learning Disability Clinic, 4667 Telegraph Rd., Ventura College, Ventura, CA 93003

Try this brief pre-test. If you answer more than one question "no," check into some of the material listed in this paper. It may help you to improve your skills.

Answer Yes or No

1. Motivation levels are often determined by how much encouragement you get from others.
2. Placing yourself on a behavior contract can improve your school performance.
3. Improving motivation is a constant process which begins the first minute of every new day.
4. Only "poor" students have motivation problems.
5. Everyone's mind frequently wanders when they try to study.

It's true that only you can really motivate yourself to do better in school. You need some new ideas to get yourself moving. Try the ideas listed below.

A) Try and make friends with people who are excited about the subject that you are having trouble being motivated in. Motivation does rub off. You might join a study group so you can talk about your schoolwork to other people.

B) Try a behavior contract. A behavior contract is a written agreement that you make with yourself. Write down on paper a goal to deal with your lack of motivation, such as, "I will read all of my English assignments for one week even though I don't want to."

Offer yourself a reward for fulfilling your promise. "If I read all of my English for one week, I will go to the beach on Saturday."

Provide yourself with a punishment for not keeping your promise. "If I don't do my English, I will stay home and clean house on Saturday instead of going to the beach."

Then sign your agreement and put it on your refrigerator where you will see it everyday.

C) It often helps to reexamine your goals and beliefs when you are having an academic motivation problem. Are you really happy with your career goals? Do you really want to be in college? Many people choose the wrong career because they have not thought about their choices carefully.

Self-Check - Improving Your Motivation Level, contd.

D) Motivation problems can come from not having the needed basic skills for college. You might want to check with the Learning Disability Clinic and get an assessment of your basic level. If remediation is needed, a tutor can be assigned to work on a one-to-one basis with you. Or if your main problem is fear of tests, you can be taught to relax and do your best. Don't let lack of basic skills be your reason for "dropping out."

Answers

1. Yes. Studies indicate that how motivated you are is determined by the amount of encouragement you get from people who are important to you.

2. Yes. See B.

3. Yes. Every minute of every day. Don't let your guard down.

4. No. Everyone has some type of motivation problem.

5. No. Many people have a great ability to concentrate. You can, too.

SELF-CHECK
TEST-TAKING KNOW-HOW

Suggested ways to use "Self-Check Test-Taking Know-How"

1. **Vocational rehabilitation counselors** could give this self-check form to learning disabled clients and assist them in following through on its use.
2. **Learning Center instructors** could incorporate this self-check into their curriculum on the improvement of study skills.
3. **Special educators** could use this self-check in helping learning disabled students learn to study, take tests and prepare for college.

SELF-CHECK
TEST-TAKING KNOW-HOW

Developed by: Jeffery Barsch, Learning Disability Clinic, 4667 Telegraph Rd., Ventura College, Ventura, CA 93003

Try this pretest. If you miss more than one question, check into some of the material listed in this paper. It may help you to improve your skills.

Answer True or False

1. Short essay questions are generally aimed at your ability to produce and present accurate explanations, backed by facts.
2. Objective tests require a very different approach to studying than essay tests.
3. It is generally a good idea to make an educated guess when you don't know the answer on an objective test.
4. Exam preparation begins the first minute of the first day in a new course.
5. In answering test questions, the best practice is to answer questions in the order they are presented.
6. Every word in a question is important.
7. The main reason students fail tests is because of their lack of knowledge.

Answers

1. True
2. False
3. True
4. True
5. False
6. True
7. False

Some Do's and Don'ts on Answering Essay Questions

1. DON'T RUSH.

   Time spent thinking before you write is more valuable than time spent writing without thinking.

   A high caliber 200-word answer is a great deal better than a rambling, disorganized, incoherent 500-word answer. An outline of your ideas as you are thinking over the questions might be a good guide as you write your answer.

Self-Check
Test-Taking Know-How, contd.

2. DON'T ANSWER A QUESTION YOU HAVEN'T BEEN ASKED.

   Read the directions. If you are told to answer a, b, and either c or d, you will get no extra credit for answering all four, and you may have wasted valuable time you needed on another question.

   Understand the question.

3. DON'T TRY THE SCATTERSHOT TECHNIQUE.

   Don't fire off all the information you have managed to accumulate, in the hope that some of it will hit the target. Just take time to know what the target is, and direct your answer to it. Instructors recognize and discount the scattershot technique and it does not impress them. It irritates them.

Other Suggestions

1. One of the best ways to eliminate anxiety is to know your subject well before the test.
2. Try your hardest to have a good attitude toward your instructor. Feeling that he's "out to get you" only increases anxiety.
3. Realize that no matter how much you dislike them or consider them unfair, tests are one of the few ways you have of finding out how well you're doing in the class.
4. Immediately answer the questions you know, then go back to do the harder ones. Don't feel you can't answer a question just because you don't recognize it. Many questions require application of your knowledge rather than a rote memorization or recognition of it.
5. Take a brief look at all the test items before you begin answering them.
6. If you've finished early, stay in the room the full time to check your answers.
7. Check for qualifying words in multiple choice questions:
   all, most, same, no
   always, usually, sometimes, never
   great, much, little, no
   more, equal, less
   good, bad, is, is not

STUDENT INDIVIDUAL EDUCATIONAL PROGRAM

Suggested ways to use the "Student Individual Educational Program"

1. **Vocational rehabilitation counselors** could use this description as a model when developing an IWRP with learning disabled clients who plan to enroll in postsecondary education.
2. **Postsecondary support staff** could use this plan as a guide when developing individualized services for students with learning disabilities. Support staff could also use this plan as a tool when negotiating instructional modifications with instructors.
3. **Individuals with learning disabilities and their advocates** could use this plan as a model when negotiating the goals of the IWRP with their VR counselors, as well as when negotiating the types of instructional modifications/support services they will receive after enrollment in postsecondary classes.
4. **Professionals responsible for staff development/inservice training** could use this plan as an example of individualized services.

STUDENT INDIVIDUAL EDUCATIONAL PROGRAM

Quoted from: Anna Gajar, Ph.D. (1986). Assisting the learning disabled. University Park, PA: The Pennsylvania State University, pages 45-46. Quoted with permission. The complete publication is available from Dr. Anna Gajar, The Pennsylvania State University, 226B Moore Bldg., University Park, PA 16802. Pre-payment of $11.00 is required. Make the check or money order payable to "The Pennsylvania State University."

Meteorology 303 Winter Term, 1981

Long Term Goal

Student will achieve full-time status in a degree program by gradually increasing his/her credit load to eight credits or more per term while maintaining a grade point average of "C" or better.

Short Term Goal

Student will achieve a grade of "C" or better in Meteorology 303 Winter Term, 1981.

Activities

1. Attend all class lectures (20) and all laboratory sessions (10).
2. Specify in writing weekly study goals and assignments.
3. Specify daily study objectives. Include time of day, material to be covered and specific strategies for studying.
4. Complete all reading assignments prior to the class period on which they are scheduled to be presented.
5. Complete all lab assignments one day prior to the specified due date.
6. Meet with lab instructor to review any problems or questions the day before lab assignments are due in order to avoid losing credit for errors on lab assignments.
7. Tape record lectures and later transcribe and refine notes.
8. Have someone else take notes from the tape recorded lecture, then compare class notes to them in order to evaluate note-taking skills.

9. Utilize consultant as a tutor for any course content for which assistance is needed.
10. Teach consultant or another student in the class any units covered in Meteorology 303.
11. Volunteer/actively participate in lab sessions.
12. Prepare for exams and quizzes several days in advance.
    a) Identify material that will be covered on the exam (notes and book).
    b) Reread the material.
    c) Prepare a list of all terms, define each and memorize the definitions.
    d) Self-check mastery of the terms and definitions.
    e) Prepare a practice test of sample items, using testing modes that the instructor will use -- for example, multiple choice, essay.
    f) Take the practice exam and then check it and review any items that were missed.
    g) Prepare a list of questions on material you have problems with and meet with the instructor several days before the exam for assistance.

STUDENT INVENTORY

Suggested ways to use the "Student Inventory"

1. **Vocational rehabilitation counselors** could use it as a guideline when determining the types of postsecondary support services to purchase for clients with learning disabilities who are about to enter status 18.
2. **Vocational rehabilitation counselors** could use the form when considering revisions in the client's training plan.
3. **Vocational rehabilitation counselors** could use the student inventory as a source of ideas when suggesting the types of academic accommodations that a postsecondary school should provide for students with learning disabilities.
4. **Postsecondary support staff** can use it to determine the areas in which students with learning disabilities need the most help.
5. **Individuals with learning disabilities** can use the inventory to develop a more detailed understanding of their strengths and weaknesses.
6. **Individuals with learning disabilities** can use the inventory to help them articulate what help they might need, and/or what instructional accommodations they might require in a postsecondary educational setting.
7. **Special educators** could use the inventory to determine what study skills to teach individuals with learning disabilities before they complete high school.

STUDENT INVENTORY

Developed by: Loring Brinckerhoff, University of Wisconsin-Madison, McBurney Resource Center, 905 University Ave., Madison, WI 53715

Directions *Place a "+" next to items that are easiest for you to do.*
Place a "-" next to items that are the most difficult for you to do.

A. GATHERING INFORMATION

_____ College Level Textbooks
_____ Course Lectures
_____ Group Discussion
_____ Audio-Visual Materials
_____ Audio Tapes
_____ Concrete Experience (e.g., by doing something)
_____ Observation of Others
_____ Asking Questions
_____ Role Playing
_____ Other ______________________

B. LEARNING ENVIRONMENT

_____ Working Independently
_____ Working with a Peer Tutor
_____ Participating in a Small Group/Classroom
_____ Participating in a Large Group/Classroom
_____ Listening to Audio Tapes
_____ Other ______________________
_____ Other ______________________

C. ASSIGNMENT

_____ Worksheets
_____ Short Papers (2-3 pgs.)
_____ Term Papers (10-20 pgs.)
_____ Demo/Lab Projects
_____ Art/Media Projects
_____ Oral Reports
_____ Group Discussions
_____ Word Problems/Math
_____ Map/Charts/Graphs
_____ Internships/Practicums
_____ Other ______________________

D. TEST FORMATS

_____ Short Answer
_____ Essay
_____ Multiple-Choice
_____ True-False
_____ Matching
_____ Computation/Math
_____ Oral Examinations
_____ Other ______________________

Directions *Check the areas that give you the most trouble.*

_____ Going to class on time
_____ Going to class prepared (e.g., taking pens, paper, etc.)
_____ Becoming motivated to start work
_____ Budgeting time
_____ Sticking with an assignment until completion
_____ Following oral directions
_____ Following written directions
_____ Organizing ideas and information
_____ Drawing conclusions, making inferences
_____ Understanding abstract concepts
_____ Finding the "right word" to describe something orally
_____ Expressing ideas precisely in writing
_____ Writing legibly
_____ Reading comprehension
_____ Reading rate
_____ Sounding out unfamiliar words

Student Inventory, contd.

_____ Mathematical reasoning and word problems
_____ Mathematical computation
_____ Remembering specific course vocabulary
_____ Test-taking anxiety
_____ Lack of self-confidence
_____ Making new friends
_____ Understanding humor and sarcasm
_____ Making "small talk"

Directions *Check the areas in which you would like additional information.*

_____ General information on learning disabilities
_____ An assessment of basic skills
_____ Arranging for a hearing test
_____ Arranging for a vision test
_____ Counseling services
_____ Tutorial instruction
    ______ Notetaking in lectures
    ______ Outlining a textbook
    ______ Writing a term paper
    ______ Spelling
    ______ Basic grammar skills (e.g., punctuation, sentence construction, etc.)
    ______ Basic math skills
    ______ Basic reading skills
    ______ Test taking skills
    ______ Locating information in the library
    ______ Special tutorial help in ______________________________
    ______ Other ______________________________
    ____

Directions *Describe your greatest academic/vocational strengths.*

____

____

____

____

____

STUDY HABITS INVENTORY

Suggested ways to use the "Study Habits Inventory"

1. **Vocational rehabilitation counselors** can use this inventory with learning disabled clients who plan to enroll in postsecondary education. The answers provided by the client can help the counselor determine the type and intensity of pre-enrollment study skills training that the client will need. The counselor may wish to consider having someone else who knows the client well complete this inventory with the client in mind. The counselor would then compare those answers with the client's answers, and use any significant discrepancies as the basis for further exploration and counseling.

2. **Students with learning disabilities** can use this inventory to determine the extent of their study skills and the areas in which they may need to improve. It is very important to answer each question as accurately as possible.

3. **Special educators and other instructors who teach study skill classes** could use this inventory as a pretest/posttest, a resource when reviewing the contents of their curricula, and/or as a needs assessment instrument when determining whether or not a particular group of individuals might need formal instruction in study skills.

STUDY HABITS INVENTORY

Quoted from: Thomas G. Devine. (1981). Teaching study skills. Boston: Allyn and Bacon, Inc., pages 11-12. Reprinted with permission.

	Hardly Ever	Sometimes	Frequently	Most Always
1. Do you follow a daily schedule?	______	______	______	______
2. Do you have a regular place to work and study?	______	______	______	______
3. Do you keep track of home assignments in a book or log?	______	______	______	______
4. Do you keep a long-term schedule or calendar of tests, projects, reports, and so forth?	______	______	______	______
5. Do you plan weekly reviews?	______	______	______	______
6. Do you take class notes?	______	______	______	______
7. Do you keep a notebook?	______	______	______	______
8. Do you have a notetaking system?	______	______	______	______
9. Do you study with friends?	______	______	______	______
10. Do you listen well in class?	______	______	______	______
11. Do you look up new words?	______	______	______	______
12. Do you keep track of new words you learn?	______	______	______	______
13. Do you use the glossary?	______	______	______	______
14. Do you underline in textbooks?	______	______	______	______
15. Do you outline reading assignments?	______	______	______	______
16. Do you skim assignments before reading them?	______	______	______	______

Study Habits Inventory, contd.

	Hardly Ever	Sometimes	Frequently	Most Always
17. Do you read tables, charts, and graphs?	______	______	______	______
18. Do you have a private shorthand system for taking notes?	______	______	______	______
19. Do you use the index of a book?	______	______	______	______
20. Do you use the card catalogue in the library?	______	______	______	______
21. Do you use the periodical index?	______	______	______	______
22. Do you organize papers before you write?	______	______	______	______
23. Do you do a first draft?	______	______	______	______
24. Do you proofread for spelling and punctuation errors?	______	______	______	______
25. Do you study effectively?	______	______	______	______
26. Do you learn in school?	______	______	______	______
27. Do you get eight hours of sleep each night?	______	______	______	______
28. Do you get regular exercise?	______	______	______	______
29. Do you make good use of your mind?	______	______	______	______
30. Do you try to improve your study habits?	______	______	______	______

STUDY SCHEDULE CHECK LIST

Suggested ways to use the "Study Schedule Check List"

1. **Vocational rehabilitation counselors** could give this check list to a learning disabled client to assist them in managing their study, work and leisure time.
2. **Learning Center instructors** can use this check list to help students organize their time and to become more efficient and successful students.
3. **Special education teachers** could use this check list to help their students develop practical and effective study habits.
4. **Parents** could use this check list to help their students develop effective study habits.
5. **Learning disabled postsecondary students** could use this checklist to schedule their coursework and other activities.

STUDY SCHEDULE CHECK LIST

Adapted from: The Rancho San Tiago College Learning Center Materials, 17th at Bristol, Santa Ana, CA 92706. Reprinted with permission.

____ 1. Are class hours and study hours filled in giving type of activity?

____ 2. Are the total number of hours for study for each subject sufficient? (One (1) unit = 3 hours of work -- 1 hour in class and 2 hours of independent study.)

____ 3. Are hours of outside work blocked in?

____ 4. Is time for review of lecture notes and lab exercises provided as soon as possible after lecture or lab?

____ 5. Are study hours arranged to allow for recreation?

____ 6. Are hours between classes used in study?

____ 7. Is study planned for a definite place where there is a minimum of interference? (The library provides a quiet place to study. Many students find that they accomplish more if they remain on campus until their studying is finished.)

____ 8. Is study of most difficult subject planned for a time when student is at his best physically and mentally? (Some concentrate better in the evening, others in the morning.)

____ 9. Is the study of each subject spaced throughout the week?

____ 10. Are frequent, short intervals of study (15 to 20 minutes) provided for studying material which must be memorized, i.e., vocabulary words, specific sequences of events, characteristics of phyla, etc.?

____ 11. Is the study of the most widely differing subjects planned in sequence? (Study of similar material in sequence tends to interfere with retention.)

____ 12. Are periods of relaxation provided between long study periods? (Ten minutes each hour.)

____ 13. Has the student made a 3" x 5" card of the schedule to carry with him for the first few weeks?

Study Schedule Checklist, contd.

Study & Time Schedule/Log

Name________________________________

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 - 7 a.m.							
7 - 8 a.m.							
8 - 9 a.m.							
9 - 10 a.m.							
10-11 a.m.							
11-12 p.m.							
12- 1 p.m.							
1 - 2 p.m.							
2 - 3 p.m.							
3 - 4 p.m.							
4 - 5 p.m.							
5 - 6 p.m.							
6 - 7 p.m.							
7 - 8 p.m.							
8 - 9 p.m.							
9 - 10 p.m.							
10-11 p.m.							
11-12 a.m.							
12- 1 a.m.							
1 - 6 a.m.							

TAKING OBJECTIVE TESTS

Suggested ways to use "Taking Objective Tests"

1. **Vocational rehabilitation counselors** could give these guidelines to learning disabled clients enrolling in courses that are measured by objective tests.
2. **Learning Center instructors** could use these guidelines as a teaching tool on taking objective tests.
3. **Vocational and special educators** could use these guidelines to assist learning disabled students in preparing for objective tests.

TAKING OBJECTIVE TESTS

Adapted from: The Rancho San Tiago College Learning Center Materials, 17th at Bristol, Santa Ana, CA 92706. Reprinted with permission.

I. General Directions

1. Learn how it is to be graded: rights minus wrongs, or rights, etc.
2. Read the directions carefully. (They may say "circle," may say "plus and minus," etc.)
3. Answer first questions about which you are sure. Put a question mark or some other indication in the margin of those not answered. Come back to them later.
4. Read the item carefully. Note qualifying words. Rearrange the sentence mentally if it seems obscurely stated.
5. If part of a statement is false question is false.
6. Specific determiners such as strongly worded statements are more apt to be false. (e.g. no, none, nothing, never, all.)
7. Moderately worded statements are more apt to be true. (e.g. may, some, sometimes, often, as a rule.)
8. On matching questions - fill in ones definitely known, then by the process of elimination, fill in others.
9. On multiple-choice questions be certain the alternative you select fits grammatically.
10. Eliminate incorrect items first. Avoid irrelevant clues. Select a reasonable answer.

II. Examples of Objective Type Questions

A. MULTIPLE CHOICE QUESTIONS

Directions: Draw a circle around the letter standing before the phrase that best completes each statement.

- On Matching questions:
  a. fill in the ones definitely known;
  b. by process of elimination fill in the ones you don't know;
  c. both a and b;
  d. none of the above.

Comment: Sometimes the directions require you to write the letter of the correct alternative on an answer sheet or on the test as in the following example:

- On a multiple choice question, be sure to:
  a. eliminate incorrect items first;
  b. select an answer that fits grammatically;
  c. avoid irrelevant clues;
  d. all of the above.

Taking Objective Tests, contd.

B. TRUE-FALSE QUESTIONS

Directions: If a statement is true, circle T; if it is false, circle F.

1. T F In a true-false question, if part of a statement is false, the question is false.

2. T F In most objective tests it is not necessary to read the directions carefully because directions for objective tests are similar.

Comment: A common variation of the T-F question is the "correctable" T-F question. On a correctable T-F question you must do two things: if the answer is false: 1) circle "F" and 2) change the statement so it is a true statement.

3. T F Specific determiners such as strongly worded statements are less apt to be false.

4. T F Moderately worded statements are sometimes true and sometimes false.

C. FILL-IN QUESTIONS

Directions: Fill-in the blank with a word that completes the statement.

1. This handout gives ______________ "General Directions" and examples of ________________ different Objective type questions.

2. On multiple-choice questions be certain the alternative you select fits ____________.

D. MATCHING QUESTIONS

Directions: Match the terms on the left with their correct definition on the right. Put the letter in the space next to the term.

1. _____ True-False
2. _____ Multiple-choice
3. _____ Fill-in
4. _____ Matching

a. This is an essay test where you defend your point of view.
b. There are blanks where you write in words.
c. There are alternatives to pick from labeled a, b, c, d.
d. Statements which are correct or are in error.
e. There are terms and you have to decide which definition goes with what term.

Comment: In some types of matching questions the directions require you to draw lines and connect the terms with their correct definition.

A TEST TAKING STRATEGY

Suggested ways to use "A Test Taking Strategy"

1. **Vocational rehabilitation counselors** could give this to learning disabled students enrolled in postsecondary schools to assist them in developing and improving their test taking skills. The strategy should be discussed with the client.

2. **Learning Center instructors** could incorporate this test taking strategy into the curriculum on study skills. The strategy should be discussed with the learning disabled students and followup provided after a student has tried the strategy.

A TEST TAKING STRATEGY

Developed by: F. Michael Trevitt, Ph.D., The Rancho San Tiago College, 17th at Bristol, Santa Ana, CA 92706. Reprinted with permission.

Here is a procedure for taking tests that I think works well. It is based on two principles. First, that in any situation some anxiety (tension) is necessary for effective functioning, but too much can quickly erode effectiveness. Secondly, that in any situation if one has a plan, things are likely to turn out better than if one does not. You might start with this and then modify it when you find that other things work better for you.

1. SURVEY THE TEST (eliminate unneeded anxiety due to the "unknown")

   Look over the entire test to "get the feel" of the material as a whole.

   a) note the total number of items
   b) read the Directions carefully
   c) learn how it is to be graded. Teacher made tests usually do not have a correction for guessing. If this is the case, play the odds -- you may get lucky!
   d) note any unusual test items that will take more time than the others to answer.

2. PLAN YOUR TEST TIME (eliminate unneeded anxiety due to "not having a path to follow")

   Decide how much time you will spend on each item, section, etc. (A Rough guess will do.)

   Divide the total test into three main blocks:

   Survey and getting ready
   Working on the questions
   Clean up - review and extra time for difficult items

   For example, given the situation of an 80 question objective test in which you have 50 minutes test time you might decide to plan your time in this fashion.

   1. Survey and getting ready - 4 minutes.
   2. Clean up - 6 minutes.

   This leaves 40 minutes to work on the test items. Since there are 80 questions this means you have 30 seconds per question. Make a promise to yourself that you will spend no longer than 30 seconds on any question.

3. TAKE A MINUTE TO GET YOURSELF READY (eliminate unneeded anxiety due to "being out of touch with your strength")

A Test Taking Strategy, contd.

Take a bit of time to mobilize your forces. The idea is to get yourself into a position to be able to "thoughtfully act" as opposed to a "panic re-act." (reaction)

a) Look inward and get in touch with your physical energy.
b) Affirm your choice to go through this ordeal and think of the reward you will give yourself to make for going through it when the test is over.
c) ...Attend to yourself - be thoughtful of yourself for just a moment:
    1) take a few deep breaths (a brain can't work without oxygen)
    2) recall or visit your "Shangri-la" (nourishment to get you through the trial)

4. NOW WORK THROUGH THE QUESTIONS (eliminate unneeded anxiety do to "feeling at the mercy of the elements - a leaf in the wind")

a) Give yourself the signal to begin work. (Say to yourself "GO" or "BEGIN")
b) Work through the entire test a steady pace (follow your plan).
c) Put a question mark in the margin on those items that are difficult. Return to them after working through the entire exam. In this way you will insure that you get credit for all the ones you do know.
d) If you spend the allotted time on a question (in our example above 30 seconds) do one of two things:
    1) mark the best answer (guess) and go on.
    2) mark the one or two best alternatives, check the question in the margin and plan to return to it in the "clean up" period.

Note: It is important to respond to the questions in some way to make a note to yourself as to how far you have gotten in the time you have already spent. If you don't respond it will take more time later to recall what you did - give yourself some help by making a mark or two.

5. AFTER THE TEST (eliminate the hazard of Chronic Stress)

a) Allow yourself to relax. Insist on this. Don't do it later (because putting things off can get to be a "life style" which ends in disaster).
b) Review the test if you must, but not to the extent that it interferes with relaxing (the main goal here is to rest).
c) Start planning for the next test.
    1) review your test-taking performance and decide what aspects were "good" and what aspects "need improvement."
d) Once you have decided what needs to be improved work it into your weekly study schedule and start practicing for the next test.

TIME MANAGEMENT

Suggested ways to use "Time Management"

1. **Vocational rehabilitation counselors** could work with vocational, technical or community college counselors to assist clients in using this instrument as a tool in the development of appropriate time management techniques.

2. **Special education teachers** could use this instrument as a teaching/training tool to assist learning disabled students in organizing their daily schedules.

3. **Parents** could use this instrument to encourage their son or daughter to develop effective time management behavior.

TIME MANAGEMENT

Adapted from: The Rancho San Tiago College Learning Center Materials, 17th at Bristol, Santa Ana, CA 92706. Reprinted with permission.

1. **Fill-in all your regular time commitments** such as classes, labs, and employment.

2. **Schedule recreation time and activities essential to daily living** such as eating, sleeping, dressing, and commuting.

3. **Plan study time**. Most college classes are planned to require about two (2) hours of study per week for every hour in class. So, if you are taking 12 units, your schedule should include approximately 24 hours of study time. See page 2.

4. **Plan to study at a regular time and in a regular place**.

    a. **For lecture courses** (political science, history, psychology, etc.) the time immediately following class periods is the best time to revise, expand, and review your notes because they are still fresh in your mind.

    b. **For participation courses** (speech, foreign languages, etc.) the time just prior to class should be used to study the days assignments.

5. **Distribute your study time**. Short daily study periods for each course are better than one long session for one course.

6. **Experiment until you find the best way to use your time**. Although schedule adjustment may be necessary, make sure borrowed study time is paid back.

Time Management, contd.

How to Plan Study Time

The general rule for planning study time is that you should study two (2) hours for every hour in class.

CLASS	HOURS IN CLASS EACH WEEK
____________________________	____________
____________________________	____________
____________________________	____________
____________________________	____________
TOTAL HOURS IN CLASS =	____________

TOTAL HOURS IN CLASS__________ X 2 = ___________ HOURS I SHOULD PLAN FOR STUDY TIME EACH WEEK.

NOW, HOW MANY HOURS DO YOU THINK YOU WILL REALLY STUDY?__________

FILL-IN YOUR WEEKLY STUDY SCHEDULE WITH YOUR STUDY HOURS.

Time Management, contd.

Study & Time Schedule/Log

Name________________________________

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 - 7 a.m.							
7 - 8 a.m.							
8 - 9 a.m.							
9 - 10 a.m.							
10-11 a.m.							
11-12 p.m.							
12- 1 p.m.							
1 - 2 p.m.							
2 - 3 p.m.							
3 - 4 p.m.							
4 - 5 p.m.							
5 - 6 p.m.							
6 - 7 p.m.							
7 - 8 p.m.							
8 - 9 p.m.							
9 - 10 p.m.							
10-11 p.m.							
11-12 a.m.							
12- 1 a.m.							
1 - 6 a.m.							

UNDERSTANDING YOUR LEARNING STYLE

Suggestions ways to use "Understanding Your Learning Style"

1. **Vocational rehabilitation counselors** can use this form as an informal means to determine the possible presence of a learning disability. The counselor could give a copy to a client to help them understand their learning style.

2. **Special educators** could give this form to learning disabled students to help them understand their learning style and to choose the most appropriate method of learning.

3. **Learning Center instructors** could use this form as a tool to help understand their learning style and to help use the appropriate learning style.

UNDERSTANDING YOUR LEARNING STYLE

Developed by: Jeffery Barsch, Learning Disability Clinic, 4667 Telegraph Rd., Ventura College, Ventura, CA 93003

Consider the following questions:

Do you realize that everyone learns differently?

Do you understand the term "learning style?"

Do you know whether you are a visual, auditory or tactual learner?

If the answer to any of these questions is "no," you will want to read this paper.

Every individual learns differently. We make use of three of our senses in school: auditory (listening), visual (seeing), and tactual (touching). Each of us uses his or her senses differently. Some of us learn best by seeing. Others learn best by hearing. Still others learn best by doing.

How do you learn? Consider which list below applies to you.

Your strongest learning style is VISUAL if you:

1. Are good at art and visualization projects.
2. Are skillful and enjoy developing and making graphs and charts.
3. Do better at academic subjects by reading the textbook.
4. Feel the best way to remember is to picture it in your head.
5. Follow written directions better than oral directions.
6. Like to write things down or take notes for visual review.
7. Write things down on index cards for visual review or memorization.
8. Makes comments like, "I can't picture what you're saying," or "I don't see what you mean."
9. Are good at working jigsaw puzzles.

Your strongest learning style is AUDITORY if you:

1. Have good listening skills.
2. When given a choice, would rather talk than read.
3. Do better at academic subjects by listening to lectures and tapes.
4. Move lips when reading to yourself.
5. Learn spelling best with metronome or exercises such as the "Clap Vowel-Snap Consonant" method.
6. Can tell if sounds match when presented with pairs of sounds.
7. Follow oral directions better than written directions.
8. Ask tutor to explain visual directions or diagrams.

Understanding Your Learning Style, contd.

Your strongest learning style is TACTUAL if you:

1. Frequently play with coins in pocket.
2. Constantly want to grip an object in hand during learning period.
3. Feel very comfortable touching others, hugging, handshaking, etc.
4. Enjoy working with tools.
5. Chew gum or smoke incessantly.
6. Remember best by writing things down several times.
7. Bear down extremely hard with pen or pencil when writing.
8. Learn spelling best by "finger spelling" the words.

Suggestions for Best Use of Your Learning Style

If you have found that you are:

Auditory - Read into a tape recorder and listen as you play tape back. Read aloud. Talk with other people about what you have read.

Visual - Refer to books with many illustrations on the subject. Draw charts, graphs and pictures as you review. Take notes in class. Use videotapes whenever possible.

Tactual - Handle and examine subject materials. Learn sign language and sign while you read. Write notes and then rewrite those notes continuing to condense them.

USING THE METRONOME

Suggested ways to use "Using the Metronome"

1. **Vocational rehabilitation counselors** could give this technique to secondary or postsecondary professionals who provide training to learning disabled clients to assist in pacing their work.

2. **Vocational rehabilitation counselors** could give this technique to instructors in learning centers for them to use with learning disabled clients.

3. **Parents** could use this technique to help their son or daughter learn to pace their work.

USING THE METRONOME

Developed by: Jeffery Barsch, Learning Disability Clinic, 4667 Telegraph Rd., Ventura College, Ventura, CA 93003

An exciting new study method for:

Basic Math
Speed Reading
Spelling
Relaxation
Memory Improvement

Mark never waits for instructions.
Susan performs too fast for her own good.
Donna is too slow in her writing.

How to pace performance

The metronomic alternative!

Here are several metronome ideas you could try to improve your study habits:

1. Oral reciting of time tables

   Start metronome with slow rate; accelerate gradually.

   On signal from the tutor, the student begins the memorized reciting of a series of time tables. The voicing pattern should remain consistent, such as "two times four is eight," "two times five is ten," etc. Each syllable is spoken to the beat of the metronome. Two syllable numbers get two beats when they are spoken.

2. Increase reading rate

   Experiment with the metronome dial until you find a speed at which you feel comfortable. After you find a comfortable speed, increase that speed by 20 beats per minute then begin your reading rate automatically.

3. Metronome spelling

   Make a list of words you cannot spell. After you have your list, have your tutor help you spell the words correctly. Then study the words by writing them one at a time. Set the metronome rate at 40; touch each letter of the word; say each letter and make sure you keep the beat.

4. Dr. John Brady, University of Pennsylvania, has introduced the metronome to students as a method for relieving tensions. As part of a thirty minute relaxation period the student relaxes his muscles starting with the arms and moving on to the face, shoulders, chest, stomach and legs. Each muscle is moved to the beat of the metronome, first lifting and tensing the muscle, on the next beat relaxing the muscle.

5. Understanding your own personal tempo

   Experiment with the metronome dial until you find a rate you are comfortable with. This is probably the same speed at which you live your life and perform your academic tasks--writing, reading, thinking, etc. Part of your academic problems may be because teachers require you to perform tasks either too slow or too fast for your personal tempo. Practice performing tasks on faster and slower beats than your comfort zone.

About the Metronome

A metronome is a small electronic instrument which makes an auditory sound at a set rate. In most people's minds, it is associated with the field of music. However, this is not always the case. A metronome can help your study habits.

Research indicates that metronomes have been used to aid the following activities: reading rate, typing, sports activities, relaxation training, study skills.

Sensitive teachers and tutors have always been conscious of the fact that students learn at different rates. The recognition that each person is entitled to learn at his own personal tempo requires a new approach to education.

WHAT IS YOUR LEARNING STYLE?

Suggested ways to use "What is Your Learning Style?"

1. **Vocational rehabilitation counselors** could use this form to:

   - determine their own learning style, in order to help sensitize themselves to the possibility that they may communicate to others (especially clients) in the way that they (the counselors) prefer to learn, whether or not that approach coincides with the learning style/ strengths of any particular client.

   - help clients develop a better understanding of their learning styles. The most accurate information will be obtained if the counselor (or another staff person) goes over the form with each client individually.

   - ensure that the client's preferred learning style is given consideration when developing training programs as part of the IWRP.

2. **Special educators** can use the form to help students with learning disabilities develop or refine their understanding of how they learn best, and formulate functional explanations of their learning styles for use in postsecondary education, employment interviews, or work settings.

3. **Other employment training personnel** could use this form to:

   - determine their own learning styles, in order to sensitize themselves to the possibility that their training approach overuses the trainer's preferred style and underuses alternative methods;

   - determine the learning styles of their trainees, in order to tailor the program more precisely to the needs of the trainees.

4. **Inservice training/human resource development professionals** can use this form to:

   - determine their own learning style, and then monitor their own presentations to avoid excessive use of the approach that they themselves prefer;

   - increase the awareness of training participants whose work entails teaching/presenting information to others.

WHAT IS YOUR LEARNING STYLE?

Quoted from: Marnell L. Hayes. (1974). The tuned-in, turned-on book about learning problems. Novato, CA: Academic Therapy Publications. Quoted with permission.

List A

_____ 1. People say you have terrible handwriting.

_____ 2. You don't like silent filmstrips, pantomimes, or charades.

_____ 3. You would rather perform (or listen to) music than do (or view) art, and you would rather listen to a tape than look at a filmstrip.

_____ 4. You sometimes leave out words when writing, or sometimes you get words or letters backwards.

_____ 5. You can spell out loud better than when you have to write it down.

_____ 6. You remember things you talk about in class much better than things you have to read.

_____ 7. You dislike copying material from the blackboard or bulletin boards.

_____ 8. You like jokes or riddles better than cartoons or crossword puzzles.

_____ 9. You like games with lots of action or noise better than checkers or most other board games.

_____ 10. You understand better when you read aloud.

_____ 11. Sometimes you make math mistakes because you don't notice the sign or because you read the numbers or directions wrong.

_____ 12. It seems like you are the last one to notice something new - e.g. that the classroom was painted or that there is a new bulletin board display.

_____ 13. Map activities are just not your thing.

_____ 14. You must struggle to keep neat notes and records.

_____ 15. You use your fingers as a pointer when you read.

_____ 16. You frequently hum or whistle to yourself when you are working.

What Is Your Learning Style?, contd.

_____ 17. Sometimes your eyes just "bother" you, but your eye tests come out all right, or you have glasses which your eye doctor says are just right for you.

_____ 18. You hate to read from ditto sheets, especially blotty ones.

_____ 19. "Matching test" questions are a problem to sort out (over and above not knowing some of the answers).

_____ 20. Sometimes when you read you mix up words that look similar (pill-pull, bale-hale).

List B

_____ 1. It seems like you always have to ask somebody to repeat what he or she just said.

_____ 2. Sometimes you may find yourself "tuned out" - staring out the window maybe when you were really trying to pay attention to something.

_____ 3. Often you know what you want to say, but you just can't think of the words. Sometimes you may even be accused of "talking with your hands," or calling something a "thingamajig" or a "whatyacallit."

_____ 4. You have been in speech therapy at some time previously.

_____ 5. You may have trouble understanding a person who is talking to you when you are unable to watch the person's face while he or she is speaking.

_____ 6. You would rather receive directions in a demonstration format than in spoken form.

_____ 7. When you watch TV or listen to the radio, someone is always asking you to turn it down.

_____ 8. Your family says that you say "huh?" too much.

_____ 9. You would rather demonstrate how to do something than make a speech.

_____ 10. Spoken words that sound similar (bell, bill, pin or pen) give you trouble. Sometimes you can't tell them apart.

_____ 11. You have trouble remembering things unless you write them down.

_____ 12. You like board games such as checkers better than listening games.

_____ 13. Sometimes you make mistakes in speaking (like saying "he got expended from school").

_____ 14. You like art work better than music.

_____ 15. You have to go over most of the alphabet to remember whether, e.g. "m" comes before "r."

_____ 16. You like it better when someone shows you what to do, rather than just telling you.

_____ 17. You can do a lot of things that are hard to explain with words - like fixing machines or doing macrame.

_____ 18. You usually answer questions with "yes" or "no" rather than with complete sentences.

_____ 19. Often you forget to give verbally received messages (such as telephone messages) to people unless you write them.

_____ 20. You are always drawing little pictures on the edges of your papers, or doodling on scratch paper.

_____ SCORE: NUMBER ANSWERED YES

If list A is very much higher than list B, the person in question could be considered an auditory learner. If list B is much higher, it indicates that the person in question might be considered a visual learner. If both lists are high, this persons best learning mode would probably be touching and doing.

EMPLOYMENT

Introduction

This section contains examples of approaches that can help ensure that a client is ready for employment, and has the skills and knowledge needed to succeed in the work setting. For instance, Don Mellberg, counselor in the Green Bay (WI) VR Office, attacked the problem of few job opportunities in a rural area by helping an entrepreneur set up his own business, with the provision that the operator accept VR clients with learning disabilities and other disabilities as trainees. Details can be found in the example entitled "Poverty Island Boatworks."

It is also imperative for the counselor to make sure the client has learned the occupational, interpersonal and survival skills needed for success on the job. Clients who have received effective job coaching services should be prepared appropriately. For other individuals, the counselor should review certain details with the client prior to the client's first day at work.

Specifically, does the client know:

1. the exact name of the company?
2. its phone number and address?
3. the route he/she will take to get there?
4. the means of transportation to be used?
5. where to report for the first day of work (which may be different from the usual location)?
6. where to park, if driving to work?
7. when to report for work?
8. the name of his/her supervisor?
9. the name and location of the job he/she will do?
10. the time he/she will have to get up in order to get ready and leave for work sufficiently early to arrive on time?
11. how to dress, and whether or not to bring special clothes (e.g., gloves)?
12. where to go and what to do during breaks?
13. whether to bring a lunch or buy one?

14. where to go for lunch?

15. how to deal with teasing, requests to party after work, and so forth?

The above list is not meant to be exhaustive, but does illustrate the large number of things that a new employee must become familiar with prior to beginning work.

This section also contains examples of forms and checklists that counselors and job placement personnel could use to help determine the level of a client's work related skills, and examples of modifications that resulted in persons with learning disabilities succeeding on the job. These examples illustrate the large role played by creativity and imagination in helping persons with learning disabilities obtain work and succeed as employees.

APPROACHING YOUR APPLICATION

Suggested ways to use "Approaching Your Application"

1. **Vocational rehabilitation counselors, special educators and other employment training professionals** could present this information as part of a job seeking skills class for individuals with learning disabilities.

2. **Individuals with learning disabilities** could use this to refresh their memory about strategies to use when completing job applications.

APPROACHING YOUR APPLICATION

Quoted from: J.M. Farr, R. Gaither, and R.M. Pickrell. (1987). The work book. Mission Hills, CA: Glencoe, pages 44-45. Quoted with permission.

During your job-search you will probably fill out many applications....Remember, the way you present your information is as important as its content.

Being Prepared

Be prepared to fill out an application whenever you apply for a job. To be prepared you need the following:

- Erasable black, fine-tip pen - to fill out the application
- Your completed DataTrakt - to provide you with all the information you will need
- JIST Cards - to leave with the employer
- 6-inch ruler - to help you write neatly
- Small note pad - to keep notes about applications and interviews
- White out - to correct mistakes and remove smudges
- Pencil and eraser - to complete exercises and take tests
- Small dictionary - to check your spelling
- Resumes - to leave with the employer

Following Instructions

Be sure to read the instructions before writing any data on an application. Many applications begin with general instructions, such as **Print in ink,** or **To be handprinted in ink,** or **typewritten**. Separate instructions may tell you how to present information for each section or item. Other instructions may tell you not to put any data in a certain space.

Following instructions is important. Employers want to hire people who can follow instructions on the job. Employers will not have a high regard for your dependability and skill if you cannot follow instructions on an application.

The Dash

Some application questions will not apply to you. Make a short dash (-) after each of these questions. The dash is a simple, attractive way to tell employers that you have read the question, but that it does not apply to you.

It is sometimes better to leave a blank space on your application than to write information that could hurt your chances of getting a job. An application will not get you a job. It can, however, keep you from being considered for a job. If an honest answer to an application question is negative or easily misunderstood, leave that item blank. Do not even make a dash in this space. You can explain the blank in the interview if necessary. In this way the blank will not automatically be used to screen you from a job for which you might otherwise qualify.

Expect employers to question you about blank spaces. Be prepared to answer their questions. If a blank space is not mentioned in the interview, be sure to mention it after you are offered the job. This will prevent you from being fired later for withholding information.

An alternative to leaving a space blank is to write "Will explain in interview." Decide for yourself which way is better for you.

COMPENSATIONS FOR SLD CHARACTERISTICS

Suggested ways to use "Compensations for SLD Characteristics"

1. **Vocational rehabilitation counselors** can use these suggestions in counseling learning disabled learners. They can also provide employers with a copy of this list to assist in working with and supervising learning disabled employees.

2. **Secondary and postsecondary teachers** can use this list to improve their communication to learning disabled students.

COMPENSATIONS FOR SLD CHARACTERISTICS

Adapted from: Alabama Department of Education, Division of Rehabilitation and Crippled Children Services, 2419 Gordon Smith Dr., Mobile, AL 36617-2395

Area of Dysfunction	Compensation - Modifications - Accommodations - Remediations
1. Makes careless mistakes	Review all steps of job with the individual. Watch the individual practice several times. Determine the reason for carelessness and examine alternatives (if carelessness is due to cluttered work surface, organizing work materials may be appropriate).
2. Often doesn't seem to listen	Make sure eye contact is established prior to giving instructions. Ask questions of listener to insure that adequate attention is being given to detail. Write down significant information in the simplest possible form.
3. Makes frequent errors	Monitor to determine the consistency of error types. Pacing of work rate might be different for this person. Assign a partner to this person for a short while to determine error origin. Work on one area at a time.
4. Has difficulty following written directions	Record directions on tape. Draw diagrams to illustrate directions. Help the individual develop a code or symbol system to deal with written information.
5. Responds inappropriately to nonverbal cues	Pair verbal and nonverbal cues when addressing the individual. Verbalize, as distinctly and specifically as possible, your responses to this individual. Avoid sarcasm as this will probably result in confusion.
6. Asks inappropriate questions	Remind the individual of the current topic. Provide time for other questions, but ignore inappropriate responses. Use a chart or outline of the agenda or discussion so the individual has a visual cue.

Compensation for SLD Characteristics, contd.

Area of Dysfunction	Compensation - Modifications - Accommodations - Remediations
7. Has difficulty generalizing transferring knowledge	Review original information format or process. Have the individual determine similarities and what old information is applicable to the new situation. Practice the new process reinforcing previously learned or acquired skills or information.
8. Has time management difficulties	Determine, if possible, the cause of the difficulty (cannot tell time). Pair the worker with a partner to reinforce the schedule and work sequence. Illustrate the time sequence of a given task or the entire schedule. Make a time-oriented flow chart that is easily visible to the worker.

DISABILITY PRESENTATION

Suggested ways to use "Disability Presentation"

1. **Vocational rehabilitation counselors, job placement professionals,** and **special educators** can use this information when helping clients decide whether and how to discuss their disabilities during employment interviews.

2. **Individuals with learning disabilities and their advocates** can use this information when preparing ways to explain learning disabilities, compensations and job modifications that might be needed.

DISABILITY PRESENTATION

Written by: Roger Koenke. (1986). Getting a job is a job in itself! Placement readiness handbook. Wisconsin Division of Vocational Rehabilitation Evaluation Lab, 5316 W. State St., Milwaukee, WI 53208.

Contributed by: Diane Coley, Counselor, Division of Vocational Rehabilitation, 120 E. Capitol Drive, Milwaukee, WI 53212

Any job seeker needs a positive approach in selling his or her skills and abilities. It is not helpful to look for problems. In general, select information that is important to the employer while concentrating on skills and abilities. This basic positive approach is very important to persons who may have significant vocational limitations due to physical or mental disabilities.

There are three possible ways to answer problem employment related questions on an application or in an interview. Following is a description of each of these three options.

Your *first option* is to **admit that a problem exists and describe your problem in operational terms**. When referring to your problem, never use medical or psychiatric terms since they often confuse the employer and do not help him or her understand your ability to do a particular job. For example, rather than saying "I have cerebral palsy," an individual might indicate "I walk a little slower than most other people." Another example is "I have some difficulty picking up very small objects with my hands." Instead of stating a psychiatric diagnosis or saying "I had a nervous breakdown," an individual might say, "I had trouble with certain kinds of stress but have since learned how to deal with it." A last example is, instead of saying "I have a diagnosis of manic-depression but am on lithium," a person could say "I have some problems with a chemical imbalance but now my health is completely normal." If further pressed you might add, "It is similar to a vitamin deficiency and since I now know what my body needs I can stay healthy." An employer can understand you best if you explain yourself in everyday language, speaking of everyday events.

A *second option* is to **leave problem questions blank on applications and hope to get a chance to explain in the interview**. Often the space available on an application, particularly for answers to questions about mental illness, does not allow an applicant to explain a past problem in a way that the employer will know that the person has recovered or changed since the problem occurred. Merely answering "yes" to the questions, "Have you ever been hospitalized for emotional problems?" could give an employer the impression that the person completing the application is still emotionally ill, and the employer may not allow her or him an interview.

Leaving a blank on the application in areas such as these gives the individual an opportunity to offer a more complete explanation of the situation in the interview. When asked to explain why there is a blank on the application, proceed by explaining the problem by saying, "I left that blank so I could explain it to you," or "I thought I could explain that to you better in person, so I left that question blank."

Disability Presentation, contd.

There is also a *third option* in dealing with problem questions such as disabilities. **Occasionally, it is justifiable for a person to deny that a problem exists.** The decision to deny a problem can be based primarily on whether or not the problem is truly characteristic of the individual and would offer the interviewer valid information on which to base his impression. For example, if a person spent a few weeks in a mental hospital many years ago and has not needed psychiatric help since, it is not necessary for him or her to check "Mental illness" as a problem on the application blank.

Epilepsy, however, is a problem which should be carefully evaluated. Often applicants feel that they must tell the employer they are epileptic if they have had a seizure sometime in the past. In reality they may have had an isolated episode several years ago, possibly following an accident, and no problem since.

The final consideration in determining whether or not a problem may be denied on the application blank is your choice. You have this choice. If you leave it blank and the employer doesn't ask about it during the interview, three different things could happen:

1) The employer may never find out.

2) The employer may find out and discuss it with you and then ignore it.

3) He or she may fire you.

You need to feel comfortable about not revealing an insignificant problem. If not, it is better that you reveal the problem and answer questions from the employer about it. If you are just ambivalent about revealing a problem, try thinking of it this way: Do you think that this information is something the employer really needs and wants to know about? If the employer is hiring you to do a certain job and having had this problem will not interfere with your ability to do the job, do you think the information is important to him? *Only you can decide which option is best.*

EFFECTIVE JOB ACCOMMODATIONS FOR AN EMPLOYEE WITH LEARNING DISABILITIES

Suggested ways to use "Effective Job Accommodations..."

1. **Vocational rehabilitation counselors, job developers, and job placement specialists** could use this vignette when working with individual employers or speaking to employer groups. Counselors and other professionals could also use the example in this article as a challenge to their own creativity in developing job adaptations that allow individuals with learning disabilities to succeed in more demanding/complex jobs.

2. **Special educators** could use this vignette to help encourage students about their possibilities for occupational success, given sufficient effort on their part and relevant support from appropriate sources.

3. **Individuals with learning disabilities and their advocates** could use this vignette when considering career options and/or seeking employment. The vignette can illustrate the value of imagination and creativity in analyzing jobs and developing modifications as needed.

EFFECTIVE JOB ACCOMMODATIONS FOR AN EMPLOYEE WITH LEARNING DISABILITIES

Quoted from: U.S. Department of Labor, Employment Standards Administration. (1982). A Study of Accommodations Provided to Handicapped Employees by Federal Contractors. Final Report. Volume II: Ten Case Studies, pages 113-114.

Most accommodations at Tektronix are made by individual managers. Many accommodations are very simple and virtually cost-free (e.g., the raising of a desk). In these instances the accommodation is made by the manager in conjunction with the disabled employee. For these types of accommodations, which are quite common, it is not necessary for the Equal Employment Opportunity (EEO) specialist to be involved.

The EEO Specialist at Tektronix basically serves as an in-house consultant to managers and employees with disabilities. The specialist is involved in a wide range of accommodation issues, including the following:

- if an employee or manager needs assistance in determining what type of accommodation is appropriate;
- if an employee or manager needs assistance in developing an idea for an accommodation;
- if an employee feels he/she needs an accommodation and hasn't yet received one;
- if an accommodation is not successful;
- if an employee needs to have his/her job restructured or needs to move to a different job.

A great deal of what the specialist does is creative problem solving. If a manager and employee are at a loss as to how the employee can be accommodated, the specialist is called in for ideas and advice. The following case is a good example of the specialist's creative approach:

> David[1] works as a machine operator. He is dyslexic and cannot read or write. His supervisor was very disturbed by this and felt that because of this limitation, he could not function effectively on the job. The EEO specialist was called in to see if an accommodation could be made. He found the following two job related problems associated with David's disability: 1) because David cannot write he could not record reasons for machine failure on the reporting form; and 2) because David cannot read he can't tell time to figure out how long he spends on each job.

[1] David is a fictitious name. All names in this report are fictitious to protect the confidentiality of the individuals.

> For the first issue, the specialist reviewed the past machine failure reports and discovered that there are fewer than 10 different reasons for machine failure so the reasons were listed and numbers were assigned to them. Once this was explained, David could record the number of the reasons for a machine failure. With the second issue, the accommodating device was a pocket calculator with a built-in digital clock and stop watch. Now when David starts a job he can copy the time and start the stop watch. When he finished the job he can copy the time and elapsed time, thus properly completing the time reporting form.

The use of two simple accommodating devices, a list and a digital clock, enabled David to become fully productive on his job. David's limitations, which appeared severe to his supervisor, were easily accommodated by some creative thinking on the part of the specialist.

EMPLOYER'S EVALUATION REPORT

Suggested ways to use the "Employer's Evaluation Report"

1. **Vocational rehabilitation counselors** could ask the supervisors of clients/employees in status 22 to rate their workers with learning disabilities so that: a) the client will receive detailed feedback on his/her work habits and social adjustment; b) both client and counselor will have data necessary to improve clients on the job performance; and c) if the data are favorable, boost the client's self confidence.

2. **Vocational rehabilitation counselors, special educators, or other job placement/training professionals** could use it with individuals in work experience settings in order to provide them with concrete feedback, and help trainers focus on developing specific work habits.

3. **Vocational rehabilitation counselors** could use data developed through use of this form to support amending a client's Individualized Written Rehabilitation Plan (IWRP).

4. **Special educators** could use data generated through use of this form to revise a student's Individualized Educational Program (IEP).

EMPLOYER'S EVALUATION REPORT

Developed by: State of Wisconsin, Department of Health and Social Services, Division of Health and Social Services, Division of Vocational Rehabilitation,
517 Walker Ave., Eau Claire, WI 54701

Contributed by: Rick Walker, VR Counselor, Milwaukee NE VR Office

Return by: ____________________________

Client's Name ______________________________ Job Title ______________________________

Client's Social Security Number ____________________

Employer's Name ___________________________ Address ______________________________

Date client started ___________ Date client completed __________ Time spent on job _____________

Supervisor ____

Personality and Social Adjustment

1. **Attitude**
   - _____ Enthusiastic
   - _____ Cooperative
   - _____ Indifferent (explain) ______________________________________
   - _____ Not cooperative (explain) __________________________________
2. **Personal Habits and Appearance**
   - ______ Above average
   - ______ Acceptable
   - ______ Not acceptable (explain) __________________________________
3. **Social Relationships**
   - ______ Above average
   - ______ Acceptable
   - ______ Not acceptable (explain) __________________________________
4. **Realistic Characteristics**
   - Goals _____ Yes _____ No
   - Plan of approach _____ Yes _____ No
   - Seriousness of purpose _____ Yes _____ No
   - Comment: ____

Employer's Evaluation Report, contd.

5. **Inter-personal Characteristics**

Friendly _____ Yes _____ No
Explain ____

Self-Confident _____ Yes _____ No
Explain ____

Trustworthy _____ Yes _____ No
Explain ____

6. **Frustration Tolerance**

Accepts criticism _____ Yes _____ No
Explain ____

Accepts authority _____ Yes _____ No
Explain ____

Accepts pressure _____ Yes _____ No
Explain ____

Accepts handicap _____ Yes _____ No
Explain ____

Accepts own inadequacies _____ Yes _____ No
Explain ____

Work Habits and Efficiency

7. **Punctuality**

________ Above average
________ Acceptable
________ Not acceptable (explain) ______________________________

8. **Supervision**

Amount required
_____ Constant _____ Frequent _____Limited _____ None

Type
_____ Authoritative _____Supportive _____Critical _____ Other _________

Reaction
_____ Accepts _____ Resists

Employer's Evaluation Report, contd.

9. **Initiative**
_____ Interested and active _____Indifferent _____ Disinterested
Explain ____

10. **Perseverance**
_____ Completes work _____Requires prodding _____ Gives up
Comment ____

11. **Quality of work**
_____ Above average _____ Adequate _____ Not adequate
Explain ____

12. **Quantity of work**
_____ Above average _____ Adequate _____ Not adequate
Explain____

13. **Understanding**
Learns tasks adequately _____Yes _____ No
If no, explain ____

Follows instructions _____Yes _____ No
If no, explain ____

14. **Problem Solving**
Recognized own errors _____Yes _____ No
If recognized, corrects own errors _____Yes _____ No
Comment ____

15. Does this trainee possess any physical handicap or disability? _____ Yes _____ No

16. If so, does the handicap or disability interfere with his work? _____ Yes _____ No

17. Did the trainee incur any injury while on this job? _____ Yes _____ No

18. Describe any unusual conditions (such as emotional problems, social inadequacy, personal habits, mental ability) which affect or could affect this trainee's performance.
____
____

19. Has this trainee demonstated progress in his performance on this job?
_____ Yes _____ No
Explain ____

Employer's Evaluation Report, contd.

20. Has this trainee demonstrated those abilities, such as physical and mechanical skills, reading and writing ability, and safety consciousness, to perform this job adequately?

_____ Yes _____ No

Describe and explain ____

21. In your judgment, does this trainee possess the potential and qualifications necessary to succeed in this type of work?

_____ Yes _____ Questionable _____No

22. Would you be as willing to hire this individual as you would your average applicant if a job were available?

_____ Yes _____ Probably _____ Probably not _____No

If the above answer is "Probably not" or "No," please answer the following:
Would hire IF. . . . (State conditions) ____
____

23. Recommendations and/or comments:

____
Employer's Signature Date

EXAMPLES OF SUCCESSFULLY EMPLOYED PERSONS WITH LEARNING DISABILITIES

Suggested ways to use "Examples of Successfully Employed Persons with Learning Disabilities"

1. **Vocational rehabilitation counselors** can use these examples as:
    - tools in the career exploration process with learning disabled clients;
    - sources of ideas when considering career options for clients with learning disabilities;
    - examples of success when working with employers who are apprehensive about hiring someone with learning disabilities.

2. **Persons with learning disabilities** can use these examples to:
    - provide direction about specific job areas;
    - become more aware of specific job requirements, duties and conditions;
    - help plan a course of study at the secondary or postsecondary level;
    - help identify their own skills and interests;
    - provide an incentive for training or promotion or to expand their knowledge about successful employees;
    - expand their thinking about what jobs successful people with learning disabilities perform;
    - motivate them during the job search process;
    - inform prospective employers about needed accommodations;
    - identify agencies which might supply support services or assist in obtaining a job;
    - stimulate their thinking about career changes and job advancement.

3. **Special educators and vocational educators** can use these descriptions as:
    - examples in a career development curriculum;
    - tools to develop on-the-job training sites;

- discussion tools in individual counseling sessions to help students become aware of their potential;
- examples of the diversity of jobs which people with learning disabilities perform;
- examples during inservice training in order to expand participants' thinking about the range of jobs that students with learning disabilities might perform;
- a discussion tool with employers when discussing the capabilities of students with learning disabilities;
- a base for replicating specific jobs in local businesses;
- a tool with parents to stimulate realistic vocational goals for their son or daughter.

4. **Job placement and job development specialists** can use these examples to:

   - stimulate and expand their thinking about job possibilities for persons with learning disabilities;
   - replicate a specific job for an interested person who is learning disabled;
   - establish credibility with employers that the specific job under discussion is being performed by a person with a learning disability in a similar place of business;
   - serve as a guide to match skills with possible jobs;
   - improve staff development sessions;
   - supplement and reinforce a job matching program;
   - find or develop similar jobs in the local community;
   - provide ideas about job accommodations needed to maintain an employee on the job;
   - develop additional job descriptions.

5. **Employers** can use this information to:

   - review for ideas on job accommodations that other employers have made for persons with learning disabilities;

- stimulate their thinking about jobs that persons with learning disabilities might perform in their company;

- relieve other employees' anxieties about the performance capabilities of persons with learning disabilities;

- replicate a job that exists in a similar work situation in another company or another location of the same company.

6. **Guidance counselors** can use these descriptions as:

   - examples during individual and group counseling to encourage students with learning disabilities to develop and use their educational and employment potential and to expand their career interests;

   - role models to show what others are doing;

   - guides to help students with learning disabilities set goals for education and employment;

   - catalysts for other staff members to increase their awareness of the employment possibilities for students with learning disabilities;

   - supplements to computer assisted counseling programs.

7. **Teacher educators** can use this material to:

   - provide examples to prospective teachers in order to expand their thinking about jobs that their future students are capable of performing;

   - stimulate and expand the thinking of veteran teachers and administrators as to the jobs that students with learning disabilities can and are performing;

   - learn about accommodations that employers have made for persons with learning disabilities;

   - review the jobs being performed by persons with learning disabilities in order to gain insight into revisions needed in the teacher education program.

8. **Parents** can use these examples in the following ways:

- Study the contents in order to stimulate thinking about possible jobs for which their learning disabled son or daughter may prepare.
- Use in the development and implementation of the IEP and as an aid in the school to work transition;
- Use as a discussion tool to help their son or daughter in selecting courses needed to achieve education and career goals;
- Stimulate job leads and opportunities for the teacher or job developer.
- Use as a source of information on jobs and duties performed by persons with learning disabilities.
- Use as a reference on how job accommodations are used to maintain an employee on the job.

Examples of Successfully Employed Persons..., contd.

Quoted from: Lloyd W. Tindall, John J. Gugerty, Thomas J. Heffron, and Patrick G. Godar. (1988). Replicating jobs in business and industry for persons with disabilities, Volume Five. Madison, WI: Vocational Studies Center.

APPRENTICE CABINETMAKER

LEARNING DISABILITY - DYSLEXIA

D.O.T. #660.280-014

Company Information

Company Name
T.J. Hale Company
12833 West Glendale Avenue
Butler, WI 53007

Description of Company
Manufacturer of custom cabinets, store fixtures, and display cases for major chain stores.

Number of Employees
46 total company

For more information, contact
J. Reed Felton, Vice President
(414) 781-8989

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 18 minimum, driver's license

Job Information

Wages
$9.01 per hour
Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Work Schedule
Permanent status
5+ days a week, 8+ hours a day
6:00 a.m. to 4:30 p.m.
Work Setting
Woodworking shop
Probationary Period
None
Employment History
1.7 years with company
2 months in this position

Narrative Description
Cuts wood; assembles cabinets; and applies paint or stain and varnish to completed cabinet.
Physical Demands
30% light work, 70% heavy work
Physical Activities Performed
Push, pull, reach, balance, stoop, kneel, crouch, sit, turn, see, color vision, hear, sense of touch, finger dexterity
Environmental Conditions
Dust, odors, noise, mechanical hazards, moving objects
Special Conditions
High rate of production
Precision/quality
High level of stress
Work Group
Works alone, one-to-one, and in small group
Standard Training Period
180 weeks
Standard Amount of Direct Supervision
Minimal

Examples of Successfully Employed Persons..., contd.

APPRENTICE CABINETMAKER

LEARNING DISABILITY - DYSLEXIA

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Summarize and draw conclusions

Computer Tasks
None

Mathematical Tasks
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Estimate quantities needed to do a job
Make and use measurements

Writing Tasks
Complete forms accurately (time cards)

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Explain activities and ideas clearly

Manual Perceptual Tasks
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment (spray gun and other woodworking hand tools and equipment)
Operate machine(s) (belt sanders, table saw, routers, planers)
Operate job-related power tool(s)(sanders, staple guns, paint sprayers, drills)

Special Considerations for This Worker

Limitations
Reading, writing

Special Training
Special training provided weekly by local technical college assistant.

Job Accommodations
None

Personal Strengths
Willing to learn and progress
Excellent memory
Hard worker
Prompt

Financial Incentives for Hiring
One half of first six months' wages paid by Apprenticeship Program.

Other Job Replication Factors
Employers should show understanding in supervising the employee.

MAINTENANCE WORKER

LEARNING DISABILITY

D.O.T. #381.687-018

Company Information

Company Name
Channel Home Centers
Route 23 Pilgrim s/c
Cedar Grove, NJ 07009

Description of Company
Retail home center dealing in lumber and home improvement products.

Number of Employees
3,600 total company
35 this site

For more information, contact
Kathy McCormack, Store Manager
(201) 239-3676

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Maintenance training preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.50 per hour

Benefits
Paid vacation
Paid holidays
Worker's compensation

Work Schedule
Permanent status
5 days a week, 5 hours a day
9:30 a.m. to 2:30 p.m.

Work Setting
Store

Probationary Period
None

Employment History
5 months with company
5 months in this position

Narrative Description
Waxes floors with machine; sweeps inside and outside; maintains restrooms, break room and windows; and performs other maintenance duties as needed.

Physical Demands
100% light work

Physical Activities Performed
Push, pull, reach, climb, turn, see

Environmental Conditions
Dust, dirt, vibration, mechanical hazards

Special Conditions
None

Work Group
Works alone

Standard Training Period
7 days

Standard Amount of Direct Supervision
Moderate

MAINTENANCE WORKER

LEARNING DISABILITY

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work

Computer Tasks
- None

Mathematical Tasks
- None

Writing Tasks
- None

Reading Tasks
- None

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Low frustration tolerance, reading, writing, following spoken directions

Special Training
- Pre-employment special training provided by West Essex Rehabilitation Center.

Job Accommodations
- Followup services provided by West Essex Rehabilitation Center to accommodate employee's job support needs.
- Counseling provided by employer, guardian, and social worker to accommodate employee's adjustment to the job.

Personal Strengths
- Organization of tasks and priorities
- Initiative - self starting ability

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

HELPFUL HINTS FOR EMPLOYERS OF PERSONS WITH LEARNING DISABILITIES

Suggested ways to use "Helpful Hints for Employers..."

1. **Vocational rehabilitation counselors, job developers and placement specialists** can use this information when working with employers who have had little or no experience in supervising employees with learning disabilities. After discussion, copies of this material might be shared with individual employers.

2. **Individuals with learning disabilities** could use this material to help them develop explanations of their unique communication needs, as well as effective communication methods. Such information would be shared on a "need to know" basis during the interview, if necessary, or after hiring, when required to understand and perform the job correctly.

HELPFUL HINTS FOR EMPLOYERS OF PERSONS WITH LEARNING DISABILITIES

Quoted from: Career Services for the Handicapped, 620 Roma NW, Suite B, Albuquerque, NM 67103. Quoted with permission.

1. Talk to a person with learning disabilities as you would to anyone else. If the person cannot understand you, he/she will tell you so and will explain what you can to make yourself understood.

2. Offer assistance if appropriate (e.g., reading written directions to a person who has dyslexia), but don't insist. If the person needs help, he/she will accept your offer and tell you what will be most helpful.

3. Don't assume that a learning disabled person's errors are due to carelessness. If he/she is late, for example, this may be a direct result of the learning disability. The problem should not be ignored, but it should be discussed calmly. It is possible that a minor change may resolve the situation. Accusations will only cause stress and make the situation worse.

4. If you intend to keep in contact with an individual who has a learning disability, you should let the person choose how you will communicate. For example, you can offer to write or call. Don't automatically assume that the person has a particular problem, such as writing or reading difficulties.

5. Don't interpret a lack of response as rudeness. In some cases, a person with learning disabilities may seem to react to situations in an unconventional manner or may appear to ignore you. Consider that the individual may have a processing problem which may affect social skills.

6. Don't assume that a person can understand visual information simply because he/she can see it, or auditory information simply because hearing acuity is normal.

7. Don't be disturbed if a person with a learning disability appears to be staring at you or sitting/standing too close to you as you talk. Specific learning disabilities sometimes make it necessary for the person to be more attentive than usual. The individual may be reading your lips as well as listening to your voice, or he/she may be attempting to block out competing and confusing noise or activity. Or, the person may not be aware of how near or far he/she is from you because of depth perception problems.

8. Since learning disabilities can also cause a person to appear less attentive than usual, don't be concerned if the individual does not retain eye contact or is easily distracted. The "inattentiveness" is not intentional. As needed, draw their attention back to the task at hand.

9. If it takes a learning disabled person extra time to learn a certain skill, this does not necessarily mean that the person will perform the task poorly. Processing difficulties often interfere with learning, but not with actually doing what has been learned.

10. A learning disabled employee may need help organizing thoughts. Large projects may need to be broken down into many steps. For example, a learning disabled employee could be taught to outline a paper, then to work on one subject heading each day. He/she might need guidance on how much time to schedule for each task.

    The employee may also need help organizing thoughts for oral presentations. If it takes ten sentences to say what could be said in one sentence, help the person think of the main point before speaking. Interrupt if it doesn't make sense. Don't allow the person to ramble.

HOW CAN SUPERVISORS HELP AN EMPLOYEE WITH LEARNING DISABILITIES

Suggested ways to use "How Can Supervisors Help..."

1. **Vocational rehabilitation counselors** can provide this summary to employers during job development or other employer contacts. It very directly points our specific needs of SLD individuals with learning disabilities and covers topics not normally considered during the training or orientation process, but which are main reasons why persons lose jobs.

2. **An individual with learning disbilities** could use these suggestions when explaining his/her learning disabilities during employment interviews. As an adult with learning disabilities, you should be aware of your learning needs and compensatory approaches. Using information such as this, possibly even giving the interviewer a copy, may make it easier to request that employers present information to you, systematically and in detail so there will be no surprises in the future!

3. **Other job training professionals** can use these suggestions during speeches they make to employer groups, during individual employer contacts, during job coaching sessions, and during employability skills training sessions for clients.

HOW CAN SUPERVISORS HELP AN EMPLOYEE WITH LEARNING DISABILITIES

Quoted from: The President's Committee on Employment of People with Disabilities. (1986). Washington, DC: U.S. Government Printing Office.

1. Be direct and specific. Say exactly what you mean. Get important points across without sarcasm or "hints."

2. Help your learning disabled employee understand the hidden rules in your organization. Don't just expect this person to "pick them up." Explain inappropriate behavior and help him or her to overcome it. Examples: Some people with depth perception problems don't know how far away to stand from another person. One learning disabled college graduate consistently stood or sat too close to other employees while talking to them. This bothered many staff members. Her supervisor suggested she stand farther away. It's important to tell the employee what behavior is making others uncomfortable and what changes you expect.

   Another learning disabled worker was very intelligent and wanted to learn about his department. He persistently asked the other employees many questions and made suggestions on how they could do a better job. His co-workers felt his questions and advice were inappropriate. The rules of turf and territory had to be explained to him. He learned it was okay to make suggestions that directly related to his job, but that the entire department was the responsibility of the division director.

3. Be understanding of his or her problem, but be firm about any limits you set.

4. Be especially thorough in your orientation of this employee. Go over every work rule. Make sure that the person understands all of the components of a successful work day.

   Treat the disability matter-of-factly and use common sense. A person with learning disabilities can be a productive team member!

HOW TO KEEP A JOB

Suggested ways to use "How to Keep a Job"

1. **Vocational rehabilitation counselors** can use these cartoons to help learning disabled clients prepare for work. Several of the cartoons could be enlarged and used as posters in the office, or client interview area.

2. **Job coaches** could use these cartoons to help learning disabled persons adjust to a new job and to develop appropriate work behavior.

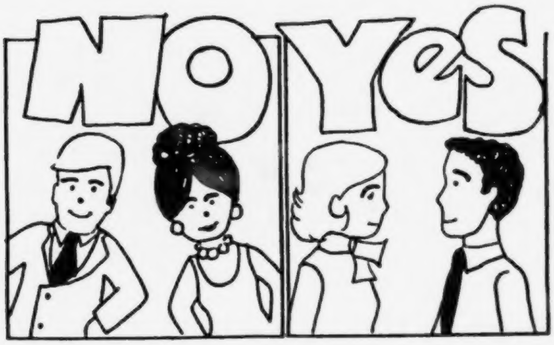
3. **Vocational and special educators** can use these cartoons to help students prepare for jobs and to develop proper work related behavior. These cartoons provide a basis for class discussion on behavior in the workplace.

4. **Employers** can use these cartoons as an orientation tool for new and existing employees. Several of the cartoons could be enlarged for use in the workplace.

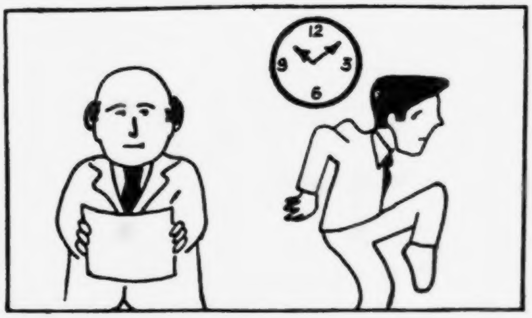
HOW TO KEEP A JOB

Reprinted from: Macomb Intermediate School District (1984). An employment skills guide. Macomb Area Placement Project, 44001 Garfield Rd., Mt. Clemons, MI 48043. Reprinted with permission.

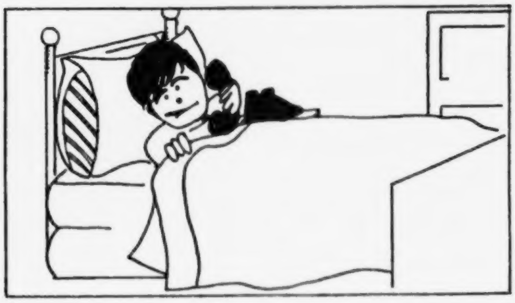
1. Look right for the job. Fancy party clothes or jazzy sport clothes are not right for business. The rule here is clothes that are simple, clean, and neat. (That goes for hairdos and haircuts, makeup and fingernails, shoes and shaves too!)



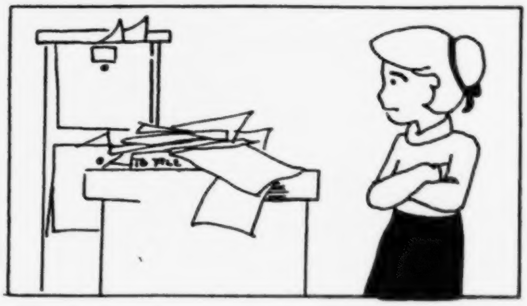
2. Be on time, coming and going. People who come in late, take long lunch hours, or leave early are cheating the boss of time he is paying for. Don't think he won't notice. He'll remember when you ask for a raise.



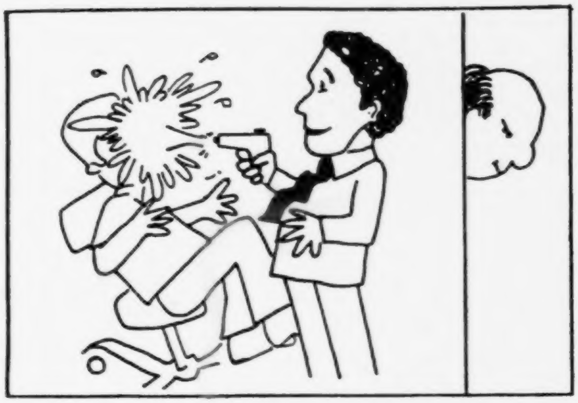
3. If you can't come to work, call the boss and tell him. No business can operate without workers. Your boss needs to know if you can't be there so that he can get somebody else to do your work that day.



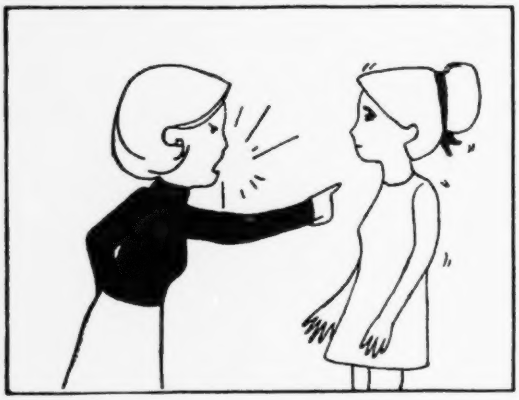
4. Do the work that has to be done. Every job has parts of it that are no fun. Some secretaries hate to file. Some mechanics hate to clean up and put away tools. But your work isn't finished until every part of it is done.



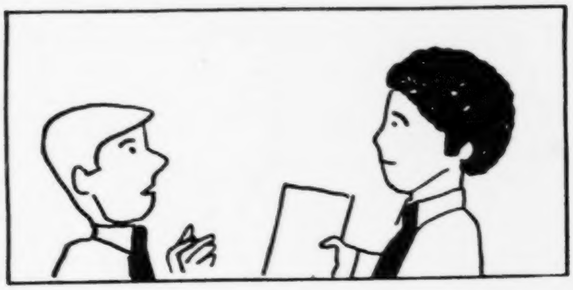
5. When you're on the job, work on the job. Horsing around, taking other workers' time with conversation, or making personal phone calls, all take time away from work. Business hours are for business.



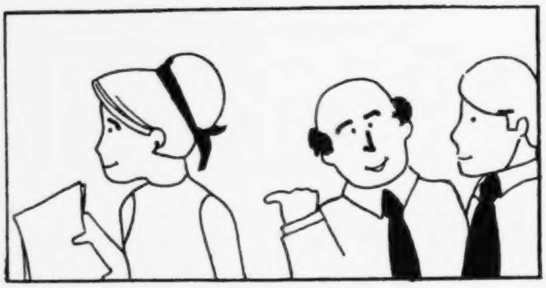
6. Be polite to everyone. Get along with people. Keep your temper even if someone is rude to you. You will notice that the nicest people you work with are the ones who are always ready to help. Be like them.



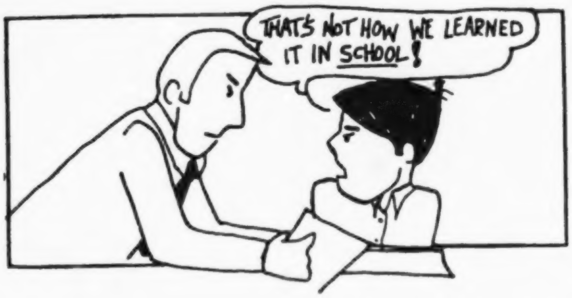
7. Do what you are asked to do. Your boss may ask you to do something that is not the work you think you were hired to do. It happens to everybody. Don't argue about it. Just do it as well as you can. You might learn something new.



8. Get to be good at your job. Learn to do it fast and well. When your employer needs someone for a better job, he will probably consider one of his workers for it. If you have done your job well, you may get promoted.



9. Be able to take instruction. Don't think you know more than your boss. Remember, he's been on the job a lot longer than you. So if his instructions seem strange to you, don't say, "That's not the way we learned it in school." Do it his way.


THAT'S NOT HOW WE LEARNED IT IN SCHOOL!

10. Be able to take criticism. Don't think your boss is picking on you if he tells you you're doing something wrong. He wants you to succeed on your job. The chances are that what he tells you is for your own good.

IF YOU ARE A LEARNING DISABLED EMPLOYEE

Suggested ways to use "If You Are a Learning Disabled Employee"

1. **Vocational rehabilitation counselors** could give this list to learning disabled employees on the job or preparing for work.
2. **Job coaches** could use this list in assisting learning disabled employees to adjust to work situations.
3. **Vocational educators** could use this list in preparing students for jobs or on-the-job training.
4. **Employers** could be given this list to help them understand the characteristics of learning disabled employees and to assist in training employees to be more effective.

IF YOU ARE A LEARNING DISABLED EMPLOYEE

Adapted from: Alabama Department of Education, Division of Rehabilitation and Crippled Children Service, 2419 Gordon Smith Dr., Mobile, AL 36617-2395

1. Be prepared to spend extra time learning the job, even if you are not paid extra. Bring price lists home to memorize. Practice filling out forms. If you are working at a chain of restaurants, go to a different restaurant within the chain and watch the workers. If you are slower, be willing to take extra time to finish your fair share of work.

2. Ask for help as you need it. Even though other employees and supervisors may act impatient, its better than making errors.

3. On the other hand, never ask for help if you don't need it.

4. In most jobs, accuracy is more important than speed. Take the time to do it correctly, even if people pressure you to go faster.

5. Take full advantage of your first few days on the job. During this "honeymoon period," you can ask questions. Try to find someone who will watch you do the job correctly. Repeat information. Say "Please listen to me tell you, so I can be sure I understand." Don't let them interrupt you and tell you what to do. Be sure they are listening to you. Some people like helping others. Try to find them.

6. Offer to do tasks which you can handle but that others consider unpopular. Then, you can ask others to assist you with jobs that you can't do.

7. Develop ways of remembering important facts. Everyone has a particular technique. Write things down. Or, say them aloud when you are alone. Or ask your friends or parents to drill you.

8. When you make mistakes, apologize and correct them immediately.

9. Report on time. If you have trouble being on time, try to arrive an hour or two early.

10. Try hard and appear to make an effort. Sometimes, when one makes mistake after mistake, it gets tempting to act indifferent or as if you are doing it on purpose. That isn't helpful. Make your effort obvious. That means:

    - Appear to pay attention. Look everyone in the eye. Nod your head occasionally as they speak. Respond to what they have said.

    - Look at your work as you do it. Don't let your eyes or mind wander when you are on the job. Walk purposefully from place to place.

- Always work, except during breaks or lunch.
- As you improve, tell your supervisors and coworkers. Say, "Thank-you for your help. As you can see, I did it correctly this time."

THE IMPACT OF TELLING A POTENTIAL EMPLOYER ABOUT ONE'S DISABILITY: AN EXAMPLE

Suggested ways to use "The Impact of Telling..."

1. **Vocational rehabilitation counselors and job placement specialists** can use this vignette as a stimulus to creativity when seeking jobs and modifying jobs for individuals with learning disabilities.

2. **Individuals with learning disabilities and their advocates** can use this vignette as a reference point regarding the pro's and con's of disclosing one's disability, as well as the value of imaginative job selection and appropriate modifications in job duties.

THE IMPACT OF TELLING A POTENTIAL EMPLOYER ABOUT ONE'S DISABILITY: AN EXAMPLE

Contributed by: Helen Johnston, VR Counselor, Division of Vocational Rehabilitation, 1428 North 5th St., Sheboygan, WI 53081-3548

A back injury prevented this 45 year old man from returning to his laborer position - his only work experience. The client and his wife then wanted to be houseparents for a home for developmentally disabled adults. The client felt that revealing his inability to read would hurt his chances of being hired. His wife also had only a second or third grade reading level. Subsequently, the client was hired by an agency for the job he wanted, but dismissed during the training period for not submitting proper written reports.

The key factor in resolving this individual's unemployment dilemma was the client finally acknowledging his reading and writing problems and deciding to tell potential employers about them. The VR Counselor then called a few agencies to describe the couple's assets and disability. One agency agreed they could work with the man. He was interviewed and hired.

Training was difficult, but the client's honesty regarding his disability resulted in a reporting system that worked. Tape recorded reports were substituted for written reports. Both the employer and the client have been especially pleased with the outcome. The client has pride in and enthusiasm for his contributions to the residents of "his" home. He has been employed for two and one half years at this writing.

This "Success Story" shows that applicants need to consider job requirements and then decide if it might be best to reveal a disability, although not always on the original application. When doing so, it may help to suggest ways the applicant could perform the job with some adaptive methods.

INTERVIEWING

Suggested ways to use "Interviewing"

1. **Vocational rehabiliation counselors** and **job placement professionals** can use this material to teach clients the fine points of interviewing. Videotaping the clients as they practice these procedures would enhance their performance.

2. **Special educators** could incorporate this material into job seeking skill classes.

3. **Individuals with learning disabilities and their advocates** can use this material to enhance their job interview skills.

INTERVIEWING

Written by: Roger Koenke. (1986). Getting a job is a job in itself! Placement readiness handbook. Wisconsin Division of Vocational Rehabilitation Evaluation Lab, 5316 W. State St., Milwaukee, WI 53208.

Contributed by: Diane Coley, Counselor, Division of Vocational Rehabilitation, 120 E. Capitol Drive, Milwaukee, WI 53212

A job interview is a prerequisite to receiving a job offer. Approximately 95 percent of all organizations interview candidates before offering them jobs. One study found that employers considered an effective interview to be the most important hiring criterion - outranking grade point average, related work experience, and recommendations.

In our society, first impressions weigh heavily. Therefore, it should come as no surprise that it is not always the best qualified applicant who gets the job. More often, the offer goes to the person who comes across best in the interview. Employers tend to hire people who impress them. Most job interviews last about thirty minutes. *First impressions are very important. They begin as soon as an employer sees you - or even before. Within five to nine minutes most employers have decided whether or not you meet their expectations.*

This chapter is organized around some basic strategies that, if followed, will improve your chances of securing a job offer in an interview.

1. Learn about the company before the interview.
   Some time during the interview you will probably have to display your knowledge of that company. How well you do so will weigh heavily on your chances of getting a job offer. As a serious job seeker, you should learn as much as you can about your prospective employer.

   You can find most of the printed information you want at your local library. The most common sources of information are Standard and Poors, Dun and Bradstreet, and the Thomas Register. A copy of the company's annual report will help, and you can get one if the company is publicly held (that is, if it is on the stock exchange).

   You might call the company and ask the receptionist if the company is publicly held. If it is, ask to have a copy of the annual report sent to you. In addition, most chambers of commerce publish a list and description of local businesses. If you need assistance, ask your librarian for help.

   Another source of information is friends or acquaintances who know or have worked for the company.

Suppose, despite your best efforts, you have been unable to come up with much information about the company. All is not lost. When you are asked to discuss what you know about the company, you can let the interviewer know that you tried.

2. Prepare your own questions.
Showing a genuine interest in the company is essential. One of the best ways to demonstrate interest is to ask intelligent questions about the company, its future, and the nature of the position for which you are being interviewed.

One of the last interview questions frequently asked is "Do you have any questions?" *If the job-seeker has no questions, the employer may assume that this person has no serious interest in the position.* Don't ask about salary and benefits. Deal with these issues only after you are offered the job. Your questions should show concern for the position and the company.

The following list may serve as a guide to the kind of questions you might ask at the end of an interview. You may use questions from this list or make up your own.

> "What kind of training might I expect if hired for this position?"
> "Is there anything I can do or study to get a head start on learning this job?"
> "Will there be a chance to work overtime in this position?"
> "May I see the area where I would be working?"
> "What company is your biggest competitor?"
> "I understand you've just introduced a new line of left-handed widgets. How are sales going?"
> "Will you have any other new products coming out soon?"
> "What will my main responsibilities be?"
> "Are there any problems that are peculiar to the area I'll be working in?"

Plan your questions in advance and make sure they fit the situation.

3. Prepare answers for legitimate questions you may be asked.
A major part (perhaps the major part) of the employer's evaluation of you will come from how you field the questions thrown at you. A seasoned interviewer will put questions to you that will be difficult to answer. You will be judged not only on what you say, but on how you say it.

You will be asked *technical questions* and *personal questions*. Do your homework on the company and, regarding the technical questions, don't "fake it." You'll be discovered. In Mexico, they have a saying which goes like this: "Tis better to remain silent and be thought a fool than to open your mouth and remove all doubt." If you've learned something about the company and have the skills needed for the job, it won't be the technical questions that will make or break you, it will be the personal questions.

Here are some typical questions and strategies on how to handle them.

Why did you leave your last job?
The employer asks this question to find out if you had any problems on your last job. If you did, you may have the same problems on a new job. Following are some tips on how to answer this question.

- Never say anything negative about yourself or your previous employer. If you did have problems, think of a way to explain them without being negative.

- Be very careful not to use the word "fired" when explaining why you left the previous job. Perhaps you were laid off or your position was cut. Use these words to explain what happened.

- If you were fired and are not on good terms with your previous employer, maybe you should explain. First examine why you were fired. Try to learn something from the situation. Were you partly to blame?

- If you have learned something from the situation, explain this honestly. Avoid criticizing your employer. He or she may understand your situation better than you expect.

Many people are fired because nonwork issues interfere with their work. Did a divorce, car problem, or something else in your personal life cause you to be fired? Have you resolved the problem? If so, let the interviewer know this. Tell the interviewer that the former problem will not affect your work.

Won't you tell me about yourself?
This question is asked to find out about your job skills. It also allows the interviewer to see how well you express yourself. Be prepared to give an entire series of statements about your best qualifications for the job. Be specific and include examples to support your claims. With each response try to show that you are reliable, dependable, results oriented or specifically skilled.

Why do you want to work for this company?
The interviewer does not necessarily ask the question to get a compliment. However, your answer should always include a compliment. The interviewer expects you to show your interest. You can do this with an answer that indicates you have researched the company. Having researched the company can make the difference in whether or not you are hired. If you have researched the company you might say "I have been reading that your company is really growing fast. I want to work for your company because it has a great future and can offer me a chance to grow." Another option is "Based on what I've learned, I like the way your company...."

What are your future plans?
An answer might be "I hope to become very good at my job and perhaps take some schooling to become a topnotch executive secretary." Another could be "I intend to learn the stock so well that I can become a buyer for the department." Both answers tell the interviewer that you want to get ahead and set realistic goals. They also say you plan to be around for awhile. A vague but in most cases adequate answer is "I want to go as far in this company as my abilities will take me."

Here are some more questions that may be asked. Run down the list and answer each question in your own mind.

> What are your hobbies?
> What are your main strengths?
> What are your main weaknesses?
> Why would we want to hire you?
> What is your main goal in life?
> How can you achieve your goals here?
> What makes you angry?
> Describe your educational background.
> What's the best thing you've ever done?
> What do you look for in an employer?
> What kind of a boss do you work for best?
> What job have you enjoyed the most? Why?
> What job have you enjoyed the least? Why?
> If you could start your career over, what would you do differently?

With each question you should develop positive answers which emphasize your strengths. Remember, the interviewer wants to know about your weaknesses. For example, if the interviewer asks you "What are your weaknesses?" turn this negative question into a positive by answering something like this:

> "I sometimes get so involved with my work that I neglect my family as well as forget to do some of the more mundane things in life, such as mow the lawn or repair the T.V. I guess I'm somewhat of a workaholic."

What employer could hold this negative against you? You have taken a negative and raised the expectations of the employer by basically saying you are a hard and persistent worker.

The list of questions could go on, for different interviewers will select different questions. If you practice your answers to each of the questions listed above, you should be able to field most of the variations on these questions that will be asked.

4. Prepare answers for illegal questions you may be asked.
You should be considered for a job on the basis of your ability to do that job. Unfortunately, not all employers hire people on this basis. Some employers make their decisions for reasons that may not be fair to certain job seekers. Laws have been passed to give all job seekers a fair chance at getting a job. There are many opinions on what is legal and illegal for an employer to ask. These laws are subject to change. Illegal or not, such questions may come up in your job search.

There are several ways to handle what you feel may be an illegal question. One way is to simply point out to the employer that you think the question may be illegal. Even if you can do this humorously, it can result in your losing a potential job offer. Suppose you choose not to answer the question. You may save yourself from working for an employer for whom you would not have wanted to work. You will have to judge this for yourself.

Often an employer intends no harm and is simply a poor or untrained interviewer. If you really want the job it is often best to respond simply and then change the subject, as in the two examples below.

Question: "Are you married?"
Answer: "I'm now divorced. Though painful, my divorce has given me a new sense of commitment to my career."

Question: "Who takes care of your children?"
Answer: "My children are well cared for. I never miss a workday even when they are ill."

5. Dress and groom yourself to increase your self confidence.
Forty percent of the job seekers who stay unemployed do so because their personal appearance does not meet employer expectations. If just one part of your personal appearance is neglected, the employer will probably not think that you are the right person for the job.

Start preparing your personal appearance the night before an interview. Get your clothing ready. You will then have one less concern at the last moment. Preparing your clothes the night before will help you follow the basic rules of dress for an interview. These rules are as follows.

- Dress one step above what you would actually wear on the job.
- Never wear jeans, a T-shirt, or tennis shoes to an interview.
- Dress in clothing that is clean, neat, and in good condition.
- Dress conservatively!

Good grooming shows employers that you value yourself and are likely to be proud of your work.

Like careful dressing, good grooming starts the night before an interview. Anything you can do the night before saves you time at the last moment. Which of the following could you do the night before?

- Trim, clean, comb, and neatly style your hair.
- Men must shave. Neatly comb and trim mustaches and beards.
- Neatly trim your fingernails. Women who use nail polish should choose a conservative color.
- Apply any makeup, perfume, or after-shave lotion sparingly.
- Be sure your clothing is clean, pressed, and in good condition.

Hygiene is also part of your personal appearance. Good hygiene should be a habit. The basic rules are:

- Shampoo your hair.
- Brush your teeth.
- Use deodorant.
- Clean your fingernails.

6. Arrive early and relaxed.
Plan to arrive at the building where you'll be interviewed about 15 to 20 minutes before your appointment. This extra time allows for traffic delays and difficulties in locating the office. *It's always better to be early than late*. Search out the restroom. You may not get another chance for hours, and you don't need any unnecessary distraction during a crucial interview.

At an interview you will be observed from the moment you enter the door. Walk in with confidence and energy. Greet the secretary or receptionist with a smile. Tell this person your name and the reason you are there. Say, for example, "Good morning, Ms. Smith. My name is Charles Attwood. I'm here to interview for the assembler position." Or say, "Hello. I'm Trisha Conner. I have a 3:00 p.m. appointment with Mrs. Ford."

While waiting look around for pictures that may give you further information about the company's products. Leaf through literature or company catalogs you may not have seen before. Make a mental note about some fact or figure you may wish to refer to later in interview. If there is an exhibit in the lobby, study it. Do not pace the floor. Look calm, poised, and alert. The secretary may be aware of some of your behavior and may describe it to the employer. Also, when the interviewer comes to get you, she or he will be much more impressed if you show interest in your surroundings than if you are sitting nervously twiddling your thumbs.

7. Take all needed information with you.
   Take to the interview extra copies of your resume, a copy of your completed application, a separate formally prepared list of your references, and a sample of your work if design or written skills are required.

   An important step of "being prepared" is so simple that it's often overlooked. *Reread your resume.* The interviewer will probably have a copy of your resume before him or her and it is quite likely that a reference will be made to specific sections that need clarification or expansion. The interviewer might refer to a previous job and if you haven't looked at a copy of your resume for a time, there is a good chance you'll flounder.

   Any paper work done for a prospective employer before, during or after an interview *must* be neat and complete.

8. Learn what to expect from an interviewer.
   There are two kinds of people who interview: those who are trained to do it and those who aren't. Most *trained interviewers* are employed in personnel departments, and their full time job is to screen job applicants. Most medium to large companies employ a personnel person.

   Personnel people operate under conflicting pressures. On one hand, they are under pressure to produce people to fill jobs. On the other hand, they must screen out applicants who are not right for the position. Unfortunately, it's much easier to screen someone out than to screen someone in.

   If, however, your qualifications can't be easily recognized, you may have problems, even if you are actually capable of filling the job.

   Since personnel tends to screen applicants out, you must be prepared to do two things when interviewing with a personnel person. (This is especially true if your qualifications are not very close to specs.) First, you must win the interviewer over personally. Make the interviewer like you. It's only human nature to go to bat for someone you like more readily than someone you don't like. Secondly, you must ask probing questions about the nature of the position and what the basic qualifications are. Armed with that knowledge, you are in a much better position to point out your accomplishments and strengths as they relate to the opening. It's not good enough to say, "Oh, I can do that." You must be specific about why you know you can perform a certain task.

   Many department heads, managers, and supervisors are not trained in interviewing techniques. The interviewer may be more uneasy about the whole process than you are. If you come up against an untrained interviewer who appears to be having trouble interviewing, be prepared to take an aggressive role in the interview. Lead the interviewer so you understand just what she or he is looking for. Make sure the interviewer understands what you can do and how interested you are in the job. Otherwise, the interviewer may make a decision based on the wrong things.

9. Demonstrate a confident, enthusiastic, energetic and socially appropriate manner. The recommended nonverbal style does not mean bubbling, ingenuous radiance and it does not mean a cool detached attitude. Any attempt at "cool" can be interpreted as boredom, apathy or even antagonism on your part, leaving employers not wanting to hire you.

A simple way to show interest is to mention the research you have done on the company before the interview. Furthermore, if the information you obtained on the firm impressed you favorably, it has a tendency to "psych you up," to make you want to get that particular job, and that in itself will come out as enthusiasm as you are interviewed. Enthusiasm indicates not only interest but a high energy level. Employers feel high energy people not only will get the job done, but will inspire staff members to get moving. *It is not unusual for employers who have interviewed several candidates to offer the job to the person who seems most enthusiastic.*

When you are called in for your interview, greet the employer with a firm handshake and a smile. Be ready with an opening statement. An example would be "Good day Mr. Jones, my name is Charles Attwood." Never use the employer's first name - you are not old friends yet. Do not sit down until the employer offers you a seat. If the employer does not offer one, ask if you may sit down. Sit up straight. Keep your feet on the floor and your hands in your lap. Use gestures and body movements to express yourself but do not be extreme. Look the interviewer in the eye to show that you are honest and confident. However, do not stare. If you find it hard to keep eye contact, look at the interviewer's nose or eyebrows.

Always be alert. This shows that you are eager to learn and succeed. Be sure to thank the employer for the time and consideration given you.

Here are some behaviors to avoid:

- Don't wear an overcoat, topcoat, or rubber boots into an interview. They make you look anxious to leave.
- Don't sit down or dash to your chair until the interviewer gives some indication to be seated. Otherwise, you look forward.
- Don't have a mouthful of anything except your teeth.
- Don't lean on the interviewer's desk. Sit erect in your chair.
- Don't wear dark glasses.
- Don't carry a large handbag.
- Don't have extremely long fingernails.

- Don't demonstrate your nervousness by tapping your fingers, swinging your leg, or playing with your hands.
- Don't fidget with your clothes.
- Don't play with your hair.
- Don't pick up items on the interviewer's desk unless invited to do so.
- Don't appear to eavesdrop on any phone calls the interviewer receives in your presence.
- Don't stand if someone enters the office during the interview.
- Don't read materials on the interviewer's desk.
- Don't refer to the interviewer as "sir" or "Ma'am."
- Don't use the interviewer's name too much.
- Don't over-extend your jokes and humor.
- Don't answer questions with one or two words.
- Don't dominate the conversation. Answer the questions without lingering.
- Don't interrupt the interviewer.
- Don't swear, even though the interviewer may.
- Don't use slang.
- Don't gush or be syrupy.
- Don't use the interviewer's first name.
- Don't be preachy.
- Don't mumble.

If you follow these suggestions, you will be conveying to the employer that you are confident, honest, capable and easy to work with.

10. Show interest in the company.
As suggested earlier, it is a good idea to prepare some questions in advance. Relate these questions to your situation. Sometime during the interview, you'll probably be invited to ask questions. But if you're not asked, try tactfully to work your questions into the conversation. Avoid asking questions as if you were filling out a questionnaire. Let the discussion flow freely and pursue points that really interest you.

Above all, show interest in what you've learned about the company. Don't hold back from expressing your *enthusiasm*. Don't be afraid to compliment your interviewer and/or the company as long as your compliments are sincere.

A good way to demonstrate genuine interest in a company is to *ask to be shown around.* Many employers are proud of their facilities and will be flattered by your desire to learn more. As you look around, you'll gain more knowledge of what the company does and how you'll fit in. This new information will help you point out to the employer why she or he should make you an offer.

11. Emphasize your dependability and skill.

A major employer expectation concerns your *dependability*. You can show dependability just by showing up for your interview. Show that you are punctual by being on time.

Tell the interviewer that you are dependable and punctual. Always support your statements. For example, you might at some point in the interview say, "I am a well-organized person. I have always been on time in coming to work, keeping my appointments, and turning in my reports. Punctuality is very important to me and I'm proud of my record." Or you can say, "My last employer used to laugh and say he didn't need a watch to tell what time it was because I always walked through the door at 7:45."

Interviewers want to know if your *skills* qualify you for a certain job. They are looking for someone with the right skills and qualifications, and the ability to learn the necessary new skills. Interviewers ask questions to find out about your skills. However, some things will not be covered unless you mention them. You have a lot to offer the employer. It is up to you to say so during the interview.

It is important that you make several different *skills statements* during an interview. You must do this to let your interviewer know you are the right person for the job. Make your skills statements positive. Tell how you used your skills in former positions. *One small bit of negative data carries more weight than a huge piece of positive information.*

Talk about your skills early in the interview. Do this as many different ways as possible. *Employers tend to make decisions within the first five to nine minutes.* If you compile a group of skills statements, you will have a poweful message for those first, critical minutes of the interview.

As an exercise to prepare for interviewing, write your strongest *skill statements* for each of the following appropriate categories:

- specific skills;
- abilities;
- experience;
- education/training;
- interests/hobbies;
- volunteer work;
- life experiences.

After writing these statements you should know which of your qualifications best relate to the job you want. You should be able to present your skill statements as answers to an interviewer's questions.

12. Be able to negotiate your wages.

Employers like to raise the salary question early in order to screen out candidates. Your perspective will differ. You want to deal with the salary questions after you learn more about the job and the expectations of the employer. You want to negotiate as high a salary as possible. Finding yourself in this dilemma, what do you do?

If the employer requests your "expected salary," you can state "open" or "negotiable." Never state a flat dollar amount unless you know what the job pays. By telling the interviewer how much money you want, you might price yourself out of a job. Another neutral statement that does not commit you is, "I would expect to be paid what other persons in this job are paid." Sometimes it is best to answer this question with another question. The simplest replies would be "How much does the job pay?" or "How much is a new employee in this position usually paid?" If you have experience in the same kind of job, you might say "How much do you usually pay someone with my experience?" *Answering the question with a question may get you a salary higher than what you would have received otherwise.* Within certain limits, salary normally is negotiable. You are telling the employer that you have no specific salary expectations. You are willing to work with the employer on arriving at a mutually agreeable figure. If you do this, you won't prematurely eliminate yourself from consideration.

A second alternative to the salary question when backed into a corner and can no longer avoid a direct answer is to state a salary range. The range needs to take into consideration what you figure both you and the job are worth. A range is better than a specific dollar amount as it still leaves you some room to negotiate.

Assuming you are making a positive impression on the employer, the further into the interview the salary question is raised, the better your bargaining position in the end.

13. Make a good close.

Normally an interviewer will initiate the close of the interview by standing, shaking hands, and thanking you for coming to the interview. Don't end by saying "Goodbye and thank you." At this stage, you should *summarize the interview* in terms of your *interests*, *strengths*, and *goals*. Restate your *qualifications* and *continuing interest* in working with the employer.

Now begin your call-back closing. This closing arranges for you to contact the employer. You might say "I have several interviews scheduled, but I am very interested in this position. Rather than risk missing your call, when may I call you?" The employer will appreciate this expression of your interest.

At the end of the interview ask for the date and time to call back. Write this data down after you leave. Thank the employer for his or her time.

This kind of call-back closing is simple, yet powerful. In the last minute of the interview you will be asserting your interest, you value, abilities, experience, and good qualities! Then, when you call back as scheduled, you will be able to show once more that you are reliable and punctual.

Often toward the end of an interview you will be asked for a list of references. Be sure to prepare such a list prior to the interview. Include the names, addresses, and phone numbers of four individuals who will give you positive professional and personal recommendations.

14. Follow-up on the interview.
The best interview follow-up method is the thank you letter. An example is included. After talking to the employer over the telephone or in a face-to-face interview, send a thank you letter. This letter should be typed on good quality bond paper. Typed letters look more professional than handwritten notes or letters. In this letter express your gratitude for the opportunity to interview. Restate your interest in the position and highlight any particularly noteworthy points made in your conversation or anything you wish to further clarify. Close the letter by mentioning that you will call in a few days to inquire about the employer's decision. When you do this, the employer should remember you as a thoughtful person.

Thank You Letter

July 8, 1988

Mr. Martin Severance
Marketing Director
Smith & Smith, Inc.
68 Meeker Street
Oakland, California 94610

Dear Mr. Severance:

I just wanted to write to you to tell you how much I enjoyed and appreciated meeting with you last Wednesday. Thank you for the time you spent with me and for considering me for the position as your assistant. The job is exactly what I am looking for. Should I get it, I will prove I have much to offer your company.

I will call next week, hoping for a positive decision.

Sincerely,

Jane Robbins

Remember, the first five minutes of an interview may be the most critical moments in your job search and for your future job or career. Put your best foot forward with the most positive image you can generate.

JOB KEEPING SKILLS

Suggested ways to use "Job Keeping Skills"

1. **Vocational rehabilitation counselors** can use these problem situations to help learning disabled clients adapt to the social mores of the work community that he or she has entered.

2. **Job coaches** can use these examples in helping learning disabled persons to adjust to the social mores of the workplace.

3. **Special and vocational educators** can use these examples to prepare learning disabled persons in job keeping skills. The examples provide a discussion or role playing base to assist teachers in dealing with work related problems and in keeping learning disabled persons employed.

JOB KEEPING SKILLS

Reprinted from: Hartz, J.D., Stephey, M., Steele, D., Kosmo, S. (1978). The Systems Approach to Assessment and Evaluation of Postsecondary Vocational Education Programs. The Employability Inventory. The University of Wisconsin-Madison, The Vocational Studies Center, 964 Educational Sciences Bldg., 1025 West Johnson St., Madison, WI 53706.

The Employability Skills Inventory contains 68 self assessment items that are designed to assess a persons job seeking and job keeping skills. Each item describes a problem related to a job seeking or job keeping situation. Students or other users of the inventory are expected to select the most appropriate of four possible solutions to the job seeking or keeping problems. Employed graduates of Wisconsin's Vocational Technical Colleges were asked to respond to each problem situation.

Several of the job keeping problem situations and the responses of the Vocational Technical College graduates are provided below:

Item 1

Jim works at Ace Assembly in a work team of 20 people. A large order has come in from a big manufacturer. Everyone is getting pretty tense about meeting the deadline for delivery three hours from now. Jim notices he is so tense that he keeps making careless mistakes. What should Jim do?

1. take a break and try to calm down;

2. tell the others he's jumpy and suggest that maybe they'd be better off without his help;

3. slow down his pace so he makes fewer mistakes;

4. ask the boss if he can't change jobs with someone else.

Employed Graduates Response

Fifty-two percent of the employed related respondents chose "slow down his pace so he makes fewer mistakes." And, an additional 38% of the respondents chose "take a break and try to calm down." By selecting either of these responses the employee is making it clear that he is interested in doing the job well. The employee is also showing his coworkers that he is willing to work, but is being realistic about the way he feels. Appropriate handling of stress is important to job maintenance.

Item 2

Jane is new on the job. Her foreman has just shown her how he wants the job done. She can't keep up. An hour later one of her coworkers shows her an easier way of doing her job. He says that this is the way they all do it. What should Jane do?

1. thank him. Tell him she'll do it that way as soon as the boss stops watching her;
2. do it the way her coworkers do it. If the boss says anything she can tell him she couldn't keep up the other way;
3. do it the way her coworkers do except when the boss is around;
4. tell her coworker, "Thanks, but I'll just keep doing it the boss's way. There must be a good reason for doing it his way";
5. ask the boss if it is alright to do it the way the others do.

Employed Graduates Response

Forty-four percent of the employed related respondents chose "ask the boss if it is alright to do it the way the others do" and 41% chose "tell her coworker thanks but I'll keep doing it the boss's way. There must be a good reason for doing it his way." Either response could be appropriate. The situation described is one which frequently occurs with new workers. The new employee finds himself in a quandary--on the one hand not being able to keep up doing things the "right" way and on the other hand fearful of doing things another unapproved way. Also, he or she must gain acceptance from coworkers. However, since the new employee is usually watched closely by the supervisor, it is unwise to change procedures without the person's approval.

Item 3

Bill's new on the job. His mother is of Polish descent. At break one of the guys, Joe Bonomo, starts telling "polish jokes." Bill doesn't like it. What should Bill do or say?;

1. not say anything. After he gains acceptance he can make his feelings known;
2. tell Joe, "I'd think that was funny if I wasn't Polish";
3. tell a joke about Italians because Joe is probably Italian.
4. get up and walk away.

Employed Graduates Response

Fifty percent of the employed related respondents chose "not say anything. After he gains acceptance he can make his feelings known." New employees are frequently subjected to hazing and testing by coworkers. Getting along with coworkers is critical to maintaining employment. There are some things the new employee may have to "grin and bear." In the situation described it would probably be unwise to retaliate. Someone feeling very strongly about the kind of hazing described in this case would probably be best off by getting up and walking away.

Item 4

All the office staff at Etna take a little extra time at breaks and lunch hour. A fair amount of socializing also goes on. Chris is certain she is no worse than any of the others. She has just been reprimanded by her immediate supervisor. What should Chris do?

1. assume she's being the scapegoat and go on behaving as before knowing that she can't be fired because it would be discriminatory;
2. cool it for awhile;
3. inform her coworkers of her supervisor's remarks and organize an informal boycott;
4. explain to her supervisor that she thinks he has been unfair because her behavior is standard for the company.

Employed Graduates Response

Slightly more than half of the employed related respondents selected "cool it for awhile." Most of the others selected "explain to her supervisor that she thinks he has been unfair because her behavior is satndard for the company." In cases like this, where inappropriate behavior is standard practice, it is usually best for the emplyee to accept the reprimand and follow company policy. This is particularly true for the new employee. Later, if a double standard continues, it might be appropriate to discuss this with the supervisor.

Item 5

Jim, a new employee, is assigned to share an office wih Art, a veteran employee. Art has the habit of listening to the radio while he works which Jim finds very distracting. What should Jim do?

1. ask the supervisor if he could share an office with someone else;
2. grin and bear it;

3. ask Art if he'd mind turning the radio off when Jim's in the office;

4. turn it off and tell Art he can't concentrate on his work when it's playing.

Employed Graduates Response

Seventy-one percent of the employed related respondents chose "ask Art if he'd mind turning the radio off when Jim's in the office." Learning to get along with coworkers on a job can be as important as learning the job itself. Courtesy is always an appropriate approach. If the experienced worker refuses to accept what the new employee wants it is usually best for the new employee to "grin and bear it" until established.

Item Six

Zeke is new at the plant. He's worked there two weeks. His coworkers led by Al are constantly needling him and playing "dirty tricks" on him, like hiding his lunch bucket, his coat and things like that. He's had it. What should Zeke do?

1. report Al and his friends to the foremen and the union steward;

2. grin and bear it. It's probably customary treatment of a new worker;

3. smack Al in the mouth the next time he does something;

4. retaliate with some tricks of his own on Al.

Employed Graduates Response

Fifty-seven percent of the employed related respondents chose "grin and bear it. It's probably customary treatment of a new worker." While the tricks may be aggravating, it will probably cause the least friction for a new employee if he attempts to be as good natured about it as possible. Hazing new employees is frequently standard practice. It usually stops within a few weeks or as soon as someone else is new.

Item Seven

Several people in the office are fed up with the bossy attitude of the new supervisor. Mel agrees with these people that the supervisor has a rotten way of treating people, but Mel is not particularly upset about it. Mel's coworkers ask him to sign a petition requesting that the supervisor's behavior be reviewed by the office manager. What should Mel do?

1. sign the petition;
2. refuse to sign the petition;
3. stall. Tell the other workers he wants to think about it;
4. volunteer to talk to the supervisor for the other workers;
5. try to talk the others out of the petition.

Employed Graduates Response

Thirty-seven percent of the employed related respondents chose "volunteer to talk to the supervisor for the other workers." An additional 26% of the respondents chose "sign the petition." By volunteering to talk to the supervisor, Mel is not brushing his coworkers off, but offering to mediate. Since Mel is not particularly upset about the supervisor's attitude, it would be unwise for him to sign the petition. Good relationships both with the boss and with coworkers are important to job success. Often interpersonal skills are more important than the technical skills.

Item Eight

Judy has been employed for about six months at Helpful Finance corporation. She knows she's polite to customers, she does her best. Her coworkers tell her how good she is compared to the person she replaced. She thinks she has been nice to, and respectful of, her boss. However, he criticizes her every little mistake and not those of other workers. She thinks he watches here every move. She thinks he is being unfair. What should Judy do?

1. ask for a meeting with her boss and tell him her feelings;
2. begin looking for another job. Six months on the job is a long enough time for him to realize her ability;
3. go on being polite to customers and doing her job well, but give her boss a taste of his own medicine;
4. go out of her way to be polite and nice to her boss.

Employed Graduates Response

Seventy-nine percent of the employed related respondents selected "ask for a meeting with her boss and tell him her feelings." This appears to be the best alternative because the direct approach usually is the best method of solving problems. By choosing this course of action, the employee avoids guessing and allows the boss to provide feedback from his or her frame of reference. When this approach doesn't work it is best to look elsewhere. Again, however, it is best to keep the current job until a new one is obtained.

Item Nine

Terry is a receptionist for a personnel director at a manufacturing plant. Terry must leave promptly at 5:00 p.m. each evening in order to pick up her child at the babysitter's. At 5:00 one evening, the personnel director is still in a meeting with an important company executive. Another person is still waiting in the reception area for his appointment with the personnel director. What should Terry do?

1. leave at 5:00. She has a responsibility to her sitter. She can ask the person waiting to go in when the executive leaves;

2. interrupt the meeing and explain that she must leave and tell the personnel director that someone is waiting to see him;

3. suggest that the person waithing return in the morning since it is closing time;

4. call her sitter to tell her she'll be late and wait 20 minutes longer before leaving.

Employed Graduates Response

Seventy-seven percent of the employed related respondents chose "call her sitter to tell her she'll be late and wait 20 minutes longer before leaving." Since there is no indication that this is a habitual problem, this response seems most appropriate. Any employee must expect to occasionaly stay late. A willingness to do so demonstrates conscientiousness, a quality employers look for when making promotions. In this case the employee also has a responsibility to her babysitter and it is appropriate to notify her.

Item 10

Joanne was given a long list of names and addresses by her boss. Joanne was asked to send an advertising brochure to each person on the list and mail the brochures on her way home from work. Upon arriving home that night she realizes she left the completed letters on her desk. Joanne has a date she has to prepare for. What should Joanne do?

1. return to the office and get the letters;

2. go in early the next day and mail the letters. They probably would get to the recipients just as quickly;

3. call her employer and ask him if she can mail them the next day;

4. say nothing and mail them on the way home the next day.

Employed Graduates Response

None of the alternatives was selected by a majority of the employed related respondents. The alternative most frequently selected, "return to the office and get the letters," demonstrates the highest degree of responsibility and conscientiousness. These are qualities judged to be very important by employers. The employee seeking to get ahead on the job should adapt this course of action even when it is inconvenient to do so.

JOB SUCCESS

Suggested ways to use "Job Success"

1. **Vocational rehabilitation counselors** can use these ideas to help prepare learning disabled persons to adjust to a new job and to keep a job.

2. **Job coaches** could use this list to help learning disabled clients adjust to a new job or keep a job The list could be used to help employees think about future career advancement and training.

3. **Special and vocational educators** can use this list to help students develop appropriate work behavior and to alert prospective employees to the demands of persons who are starting a new job.

JOB SUCCESS

Reprinted from: Macomb Intermediate School District (1984). An employment skills guide. Macomb Area Placement Project, 44001 Garfield Rd., Mt. Clemons, MI 48043. Reprinted with permission.

Contratulations! This is Your First Day on the Job!

1. Remember your first day on the job is a whole new experience and you aren't going to be able to put it all together the very first day.

   Your supervisor will know everything is new and you will have to become familiar with the work setting and the employees before you will feel at home on the job.

2. Remember time is important
   Be there on time!
   Return from breaks and lunch on time!

   You are only responsible for your own conduct. Do not be influenced by other workers who appear to be successful in cheating their employers.

3. Admit that you can't know everything.

   Do not be afraid to ask questions of your supervisor or fellow employees as they will respect you for wanting to do things right rather than making mistakes. Trying to appear experienced, you may fake yourself out and show your ignorance.

4. Rules are for all employees.

   Schools many times will allow students many mistakes before you are finally told to split by due process. Employers, depending on the business or the rule broken, may fire you after the first mistake, due to danger to yourself or other employees.

5. So you're low man on the totem pole.

   Your junior status will entitle you to run errands, chase after paper stretchers, left-handed monkey wrenches, keys to oar locks, depending on the type of employment.

   Your sense of humor is important and getting mad will only increase the difficulty of being a new employee.

   If you do what ever job you are given to the best of your ability, you will move up the ladder and someone will take your place.

6. Your company's success is your success.

   Any business is only as successful as the employees make it. Any time you waste or lack productive effort it increases the cost of doing business.

   Without productivity there can be no salary increases, no profit, and no incentive for a business to operate and provide jobs.

7. Your first job is the first rung on the ladder to your future!

   We are only limited by our own initiative, not by luck, as some who fail like to believe. You will get out of your job as much as you put into it.

   Home study, community college, company training programs and adult education are all ways to move yourself up the job ladder if you have the desire to learn more and become more valuable to your employer.

   Don't wait for Lady Luck or for someone to give you a break. Work and make your own future successful. Success is not the same for everyone and each person must set his or her own goals as it relates to their fellow man, community, state, and nation.

MARKETING YOUR DISABILITY

Suggested ways to use "Marketing Your Disability"

1. **Vocational rehabilitation counselors, special educators, and other employment training professionals** can use this story as a source of ideas when prepping clients with learning disabilities for the job search process.

2. **Individuals with learning disabilities** can use this story as both a source of job seeking ideas and as an example of how someone with severe learning disabilities became successfully employed.

MARKETING YOUR DISABILITY

Quoted from: Dale Brown (October, 1987). Paraplegia News, 1(10), pages 54-55. Copyright 1987, Paralyzed Veterans of America. Quoted by permission of Paraplegia News.

I experienced job discrimination first-hand eight years ago. I had just started a self-help group for people with learning disabilities and appeared on television speaking as a person with a learning disability.

The word got back to my office. Now, since my disability is invisible, I had found my first job through routine channels. I was considered an excellent worker and received pay increases each year. My job, however, was a contract job and was soon to end. I applied for another job within the same company. Due to my documented high performance, I was confident that I was a top contender for the new job. So I felt very hopeful when the woman who was interviewing called me into her office.

"I' m sorry, Dale, but I have bad news," she said. "I can't hire you. I'm concerned about your learning disability."

I was shocked. I looked at her. I said nothing. Finally, after a few moments of numb silence, I said, "I think you've made a mistake. I don't think my learning disabilities have anything to do with whether or not I can do the job. I would like to discuss this later." Then I left.

I wrote her a letter explaining that I could do the job well and expressing surprise that a person of her caliber in an agency as humanitarian as the one where I worked could knowingly discriminate. I spent several months writing her letters, having long talks with her, and persuading her that she would work well with me.

Interestingly enough, I never went above her head or used legal action. How did I persuade her?

Although I had not yet heard of them, I used techniques recommended by Richard Pimentel. Pimental is Executive Vice President, Milt Wright and Associates, (Windmills Training Group) which has trained thousands of employers on equal opportunity for people with disabilities. He recently developed a training program for applicants with disabilities. Here are some of his findings.

"It's not the best-qualified applicant who gets the job. The decision to hire is the decision to like someone. The applicant with a disability must present the right image and that's hard, because when the employer without a disability meets someone with a disability, the disability becomes the overriding factor." In my case, my disability was not an issue, until I appeared on television discussing my self-help group. People with visible disabilities face this issue at each meeting they have with each person.

"Being turned down for a job is not a personal decision, but a personnel decision. It's not a reflection on your value as a human being. Disabled people have to become stronger with each rejection, not weaker."

Unfortunately, that is easier said than done. I was very upset when I heard my supervisor's words. If an ablebodied person were discriminated against for having red hair, that person would be indignant and angry. He or she would easily be able to set the other person straight. However, I had been criticized and put down in so many ways, so many times, that a part of me believed that I was not fit to work at that company. I blew every small mistake I made out of proportion. I felt guilty. I blamed myself for being discriminated against. This process of internalizing the negative words of others is typical of people from any minority group that has been oppressed.

I had to ignore these feelings and act on the fact that I was a good worker and could do the job, provided I got the new job. That meant persistently requesting the job, despite repeated rejections. It meant being sure that I spoke calmly and confidently, without anger or tentativeness. I had to look at my boss carefully, neither lowering my eyes with shame nor glaring with disrespect. I couldn't bow my head. And I had to listen to what she had to say and respond to her fears.

Pimentel recommends these steps:

"Anticipate what the employer might think about people with this disability. Appreciate their concerns. Show that you know the employer is not an evil person, but reacting the way anyone might react. Then explain how the fear is not valid and give the solution."

For example, I said, "I can understand how you might be concerned that I can't read small print. That is true of some people with learning disabilities. However, it isn't true for me. I can read small print and do not have a reading disability."

"When it comes to the point you raised about my memory, however, you are right. I don't have the best memory in the world. Let me show you the checklists and systems I use for keeping track of details...."

I responded to every issue she brought up in conversation. Then, I summed up our discussions in written letters I mailed to her. I appealed to her sense of fair play. It worked. She took me to lunch and offered me the job. We had a good relationship despite this rough start.

My experience is just one small example of how we can market our disabilities successfully to employers. We have to be prepared to answer all the doubts and concerns about our disabilities in addition to demonstrating that we have the right job skills. We need to build our confidence and we can do this through self-help groups and role playing. Above all, we need to keep at it, to press for the job that we know we can do. Neither my boss nor I regret my hiring. It was a positive experience for both of us.

Dale Brown is an employment advisor at the President's Committee on Employment of the Handicapped and the president of a learning disabled self-help group. She counsels people with disabilities on effective job-seeking techniques. For information on WINDMILLS training group, contact: Rich Pimentel, 11624 Romar St., Northridge, CA 91325

NEGATIVE FACTORS DURING THE EMPLOYMENT INTERVIEW THAT LEAD TO REJECTION OF THE APPLICANT

Suggested ways to use "Negative Factors During the Employment Interview..."

1. **Vocational rehabilitation counselors, job placement specialists, and special educators** can use this list as a discussion tool with clients who manifest such characteristics. The list can also serve as a reminder of areas that need to be addressed as part of the individualized written rehabilitation plan or individualized educational program.

2. **Individuals with learning disabilities and their advocates** can use this list as a guide when developing interview skills and eliminating/minimizing factors that prevent one from being hired.

NEGATIVE FACTORS DURING THE EMPLOYMENT INTERVIEW THAT LEAD TO REJECTION OF THE APPLICANT

Quoted from: F. Endicott. (1978). Sweaty palms: The neglected art of being interviewed. Belmont, CA: Lifetime Learning Publications. Quoted with permission.

1. Poor personal appearance.
2. Overbearing, overaggressive, conceited, "superiority complex," "know-it-all."
3. Inability to express oneself clearly -- poor voice, diction, grammar.
4. Lack of planning for career -- no purpose and goals.
5. Lack of interest and enthusiasm -- passive, indifferent.
6. Lack of confidence and poise -- nervous, ill-at-ease.
7. Overemphasis on money -- interested only in best dollar offer.
8. Poor scholastic record -- just got by.
9. Unwilling to start at the bottom -- expects too much too soon.
10. Makes excuses -- evasiveness -- hedges on unfavorable factors in record.
11. Lack of tact.
12. Lack of maturity.
13. Lack of courtesy.
14. Condemnation of past employers.
15. Lack of social understanding.
16. Lack of vitality.
17. Fails to look interviewer in the eye.
18. Limp, fishy handshake.
19. Indecision.
20. Sloppy application blank.

Negative Factors During the Employment Interview..., contd.

21. Merely shopping around.

22. Wants job only for short time.

23. Little sense of humor.

24. Lack of knowledge of field of specialization.

25. No interest in company or in industry.

26. Cynical.

27. Intolerant -- strong prejudices.

28. Narrow interests.

29. Inability to take criticism.

30. Lack of appreciation of the value of experience.

31. Late to interview without good reason.

32. Never heard of company.

33. Failure to express appreciation for interviewer's time.

34. Asks no questions about the job.

35. Indefinite response to questions.

ON-THE-JOB TIPS FOR LD EMPLOYEES

Suggested ways to use "On-the-Job Tips for LD Employees"

1. The **vocational rehabilitation counselor** could use this list of suggestions as a source of ideas when prepping clients with learning disabilities for employment.

2. **Special educators and others who teach job seeking skills classes** could incorporate the list's scenarios/suggestions into their job seeking skills classes.

3. As an **individual with learning disabilities**, you can use these suggestions to help you succeed in the employment world. Remember that you are an employee, not a disabled employee. Learn and practice these survival strategies. If necessary, get help in order to learn them correctly.

ON-THE-JOB TIPS FOR LD EMPLOYEES

Quoted from: Elizabeth Robinson. (April, May, June, 1984). Techniques for job hunting. Journal of Rehabilitation, 50(2), 93-95. Quoted with permission.

A. The first and most unbreakable rule is: Never, never, never, use LD as an excuse for not trying to do your best, not getting along with others, not trying to control your behavior, or refusing responsibilities that you can live up to!

B. Differentiate between discussing your disabilities with those who have a need to know, offering general information about LD to those who express a desire to discuss it, and talking to others about your own personal difficulties in a manner that fails to help you look forward to the present or future and causes others to perceive you as seeking sympathy, making lame excuses for your own failures, or trying to make yourself the center of attention.

C. If it would be appropriate in your particular job, work off some of your hyperactivity by running errands rather than waiting for others.

D. Do not become overly dependent upon your boss. Your boss should not have to tell you how to carry out your assignments in detail after you are supposed to be at a full performance level. As a new employee though, it is proper to ask for detailed directions and request feedback on your work.

E. Plan things you need to do both for the day and the week. Write them down if it will help. Use your plans to guide your activities.

F. If you can find a co-worker to serve as a mentor to offer you personal advice about the most sensitive aspects of your work behaviors and social skills on the job, you will find that this is one of the most valuable means of improving your work performance, even though at times your feelings may be hurt.

G. If you have short term memory problems, keep copious notes on anything important. These notes could be written or tape recorded as necessary. Be sure to label what topics your notes address, with whom you were speaking, the date you made the notes, and so forth.

H. For eye-hand coordination problems, find time to practice the skills when you are not under pressure. Be sure that you have someone - mentor, co-worker, or supervisor, check your performance in order to ensure that you are practicing correctly.

I. For visual perceptual problems, have a place for everything important and put everything in the proper place at all times.

J. If your job requires driving, help your directional problems by looking for landmarks along your regular route.

On-the-Job Tips for LD Employees, contd.

K. If you have a short attention span, work on several assignments for a short time each, rotating around several projects in one day.

L. If you have some troubles dealing with a conversation and reading or some other similar intersensory problem, it is not impolite to ask a person speaking to you to wait until he or she has your full attention.

M. It is very important that you try to relax to the extent possible.

ON-THE-JOB TRAINING PROCEDURES
DVR OPERATIONS MANUAL

Suggested ways to use "On-the-Job Training Procedures..."

1. **Vocational rehabilitation counselors** can arrange on-the-job (OJT) training for those clients with learning disabilities who may have difficulty succeeding in school-based settings. The counselor might also consider combining OJT with job coaching services for clients who need help learning appropriate work mores and/or interpersonal skills.

2. **Individuals with learning disabilities and their advocates** can use this form as an example of one training option when developing the Individualized Written Rehabilitation Plan in conjunction with the VR counselor.

ON-THE-JOB TRAINING PROCEDURES
DVR OPERATIONS MANUAL

Developed by: Staff of the Wisconsin Department of Health and Social Services, Division of Vocational Rehabilitation, February, 1984.

Directions

1. On-the-job training involves the client in vocational training provided by the future employer.

2. Because the client usually possesses little or no skill when he or she comes to the employer, the state agency may reimburse the employer/trainer for the time and effort required to train the client to the point at which the client's own productivity allows him or her to become a regular employee at the regular wage.

3. Counselors shall determine the adequacy of the training facilities and the competency of the employer to function as an employer/trainer.

4. Counselors shall be responsible for determining the instructional costs with the trainer subject to DVR approval.

5. A DVR-47 "Training Agreement" shall be completed for each on-the-job training program.

6. Monthly progress reports shall be obtained from the employer/trainer on form DVR-45.

7. Counselors have the authority to develop sub-minimum wage contract applications and to submit these applications to the appropriate authority.

8. On-the-job training is not subject to financial need.

On-the-Job Training Procedures, contd.

DVR 47 (REV. 2/84)
TRAINING AGREEMENT

WISCONSIN DEPARTMENT OF HEALTH AND SOCIAL SERVICES
Division of Vocational Rehabilitation

Distribution: White - Client File
Yellow - Trainer
Pink - Trainee/Other

Client No.

Course of Instruction	Beginning Date	Completion Date

Name and Address of Trainer [ ]	Reimbursement Schedule Hours @ $	Cost
	Hours @ $	
	Hours @ $	
[ ]	Supplies	
	Total Cost	

I. TRAINING FEE
  A. Training fee will be paid monthly, or at intervals mutually agreed upon by both parties, and will reflect actual attendance by the trainee.
  B. The cost of the training fee will not be altered without written and/or stated consent of both parties.

II. SUPPLIES
  A. Supplies furnished the trainee cannot exceed the amount specified above without written and/or stated consent of the Division of Vocational Rehabilitation.
  B. An itemized account of all supplies will accompany the billing statement.

III. REPORTING ARRANGEMENT
Written reports will be completed as mutually agreed upon, and submitted to the Division of Vocational Rehabilitation.

Name and Address of Trainee

BOTH PARTIES RESERVE THE RIGHT TO TERMINATE THIS AGREEMENT AT ANY TIME. TRAINING SHALL NOT BEGIN PRIOR TO RECEIPT OF AUTHORIZED PURCHASE ORDER.

Approved by Trainer	Date	Approved by Rehabilitation Counselor	Date

NOTICE TO TRAINER - THIS TRAINING AGREEMENT DOES NOT AFFECT IN ANY WAY THE TRAINER'S RESPONSIBILITIES UNDER ANY FEDERAL, STATE, OR LOCAL LAWS PERTAINING TO EMPLOYMENT, UNEMPLOYMENT COMPENSATION, OR WORKER'S COMPENSATION.

DVR-45 (10/81)

Department of Health and Social Services
Division of Vocational Rehabilitation

PROGRESS REPORT

Provider Name/Address:

Return Completed Form To:

Client Name: ____

Time Period (Date From/To): __________ ______________________

Nature of Duties/Subject Area: _______________________________

____

Attendance Record:
Times Tardy:_____ Excused Absence(s):_____ Unexcused Absence(s):_____

	Excellent	Good	Average	Poor	Comments
Quality of work	____	____	____	____	____________
Rate of progress	____	____	____	____	____________
Dependability	____	____	____	____	____________
Ability to get along with others	____	____	____	____	____________
Personal appearance/ hygiene	____	____	____	____	____________
Learning ability	____	____	____	____	____________
Attitude	____	____	____	____	____________

Do you recommend continuation in program? ____Yes ____No - If no, please explain______________

____

Additional comments: ____

____

Signed:______________________ Title:_______________ Date:____________

POVERTY ISLAND BOATWORKS: A SMALL BUSINESS EMPLOYING WORKERS WITH DISABILITIES

Suggested ways to use "Poverty Island Boatworks..."

1. **Vocational rehabilitation counselors** could use this idea as a stimulus to creativity in developing jobs for clients in areas with limited employment opportunities.

2. **Other employment training professionals** could use this vignette as a stimulus to the creation of interagency business development efforts.

3. **Individuals with learning disabilities and their advocates** can use this description as a model when suggesting service delivery options to VR counselors.

POVERTY ISLAND BOATWORKS: A SMALL BUSINESS EMPLOYING WORKERS WITH DISABILITIES

Developed by: Don Mellberg, VR Counselor, Division of Vocational Rehabilitation, 200 North Jefferson St., Suite 311, Green Bay, WI 54301-5197; Jerry Miller, Rehabilitation Education and Training Specialist, Northeast Wisconsin Technical College, 2740 W. Main St., Green Bay, WI 54307-9042; and others.

Contributed by: Don Mellberg, VR Counselor

Based on a similar business in Oakland, CA, Poverty Island Boatworks resulted from a need in the Sturgeon Bay area for job openings that Wisconsin Division of Vocational Rehabilitation (DVR) clients could fill. Don approached a local entrepreneur, Tony Hodges, with the idea that the number of boats used in the area during the warm months would make a boat cleaning business feasible. The boat cleaners would construct boats during the winter months. Tony agreed, so Don allocated a maximum of $11,000 to support the effort. Of this, he spent $600 on initial training for 12 DVR clients, using the business owner as trainer. He also supported the trainees with on-the-job training funds for one month each. DVR paid $800 for equipment. In addition, DVR paid a total of $7,500 for a raft and a steam cleaner. The equipment remains DVR poverty.

Four of the initial 12 trainees were hired as permanent employees. Two of the four were persons with learning disabilities. Three are still employed there. Job Training Partnership Act (JTPA) on-the-job training (OJT) funds also supported the workers after the DVR-sponsored OJT ended. Their initial wage was $4.00 per hour. Now they receive $5.00 per hour. As the business developed, the workers' jobs focused more on maintenance and repair, and less on cleaning.

Poverty Island Boatworks..., contd.

Poverty Island

Boatworks
Sturgeon Bay, WI
743-8330

POVERTY ISLAND BOATWORKS

YACHT CLEANING SPECIALISTS

PROTECT YOUR INVESTMENT! With our equipment and special knowledge, we'll have her shining "like new". Our services include buffing, waxing, metal polishing, vinyl cleaning and we'll scrub **ALL** the dirt ground into the nonslip. We especially like to get after that weathered teak.

For a FREE ESTIMATE contact:
POVERTY ISLAND BOATWORKS
P. O. Box 195
7154 Green Bay, WI 54325

(414) 743-8330

"NOW THERE'S NO EXCUSE FOR A DIRTY BOAT."

PREPARING FOR THE INTERVIEW

Suggested ways to use "Preparing for the Interview"

1. **Vocational rehabilitation counselors** can use this material to help prepare clients for interview.

2. **Special educators and professionals who teach job seeking skill classes** can incorporate this information into their curricula.

3. **Individuals with learning disabilities** can use this information when developing and practicing answers to interview questions that they are likely to be asked.

PREPARING FOR THE INTERVIEW

Quoted from: D.D. Phoenix, D.L. Uken, and C. Newell. (1984). Preemployment skills training for the learning disabled: A job club manual. Reno, Nevada: Rehabilitation Division, Department of Human Resources. Quoted with permission.

The employer is looking for three qualities from you:

PRODUCTIVITY
PERSONALITY
KNOWLEDGE

Your job is to sell him a product and service: *YOURSELF*.

Employer is looking for the following:	You communicate the following:
How productive is this applicant?	Describe how productive you were in your past jobs and how your experience and skills will make him/her and the company more productive.
How will this applicant get along with rest of the people on the team?	Demonstrate your friendly, professional and positive self, and show how willing you are to learn from others and/or help them learn skills that you know. Express your desire to do a good job in a professional manner, and that this desire extends to your co-workers and supervisors.
How knowledgeable is this applicant about our company business, industry, and the world of work?	Indicate that your interest in the position has know-how behind it. Explain that your previous experience is directly or indirectly related to the position you're applying for. You may wish to question the interviewer about the specific job in such a way that you indicate you are familiar with the system, the technology and equipment, the standard procedures of the job. Dropping names of equipment you can use is always useful if done naturally, informally. Be careful not to boast. Merely state your many competencies that would make you a very productive and pleasant employee.

Preparing for the Interview, contd.

How dependable is this applicant?	By your promptness and organization in the interview itself you show that you are dependable by nature. Describe your "track record" of excellence. Do not mislead the interviewer about anything. Be natural.
How will this person fit the image of the company, the organization, the other staff?	Make this point by dressing appropriately for the interview in the first place. Do your legwork before the interview. If possible, speak to current or past employees about dress-codes, "ecology" issues, "politics" and so forth. If the formal and informal "codes" are not appropriate for you, rethink if this job is for you. If you can change your "code," do so. Are you sure you want the job?
How will this person's attitude or lifestyle affect the job?	There's no need to concern yourself about problems that do not affect your ability to do the job. If there are factors that affect your ability to do the job, explain candidly that you have ways to compensate for the disability, or, if necessary, minimal adaptations can be made to environment or training techniques. Be positive. Don't focus on the problems but on the solutions.
How will this applicant perform?	Tell him or her! Speak candidly and positively that you know you can do the job, and that you're ready to. Begin right now!

RATING SCALE - EMPLOYABILITY FACTORS

Suggested ways to use "Rating Scale - Employability Factors"

1. **Vocational rehabilitation counselors and job placement specialists** can use this form with clients who are placed in work experience or on-the-job training sites.

2. **Special educators** could adapt this form for use in school settings in order to help pinpoint skill/performance areas that an individual student needs to learn/improve upon before completing his/her high school experience.

3. **Other employment training personnel** could use this form to determine progress made by trainees, and help focus future training components on skills/performance that need to be improved.

RATING SCALE - EMPLOYABILITY FACTORS

Developed by: Author, publication date, and publication unknown.

Worker's Name ______________________________

Rater's Name ______________________ Date ______________________

Directions: Please check all that apply.

1. INITIATING WORK ROUTINE
When arrives at work
____ Remains outside of work area talking with others.
____ Moves into work area, but talks to others rather than reporting to work station.
____ Reports to work station, but requires prodding before proceeding with daily routine.
____ Reports to work station and independently begins the daily routine.
____ Other ______________________
____ Unable to rate

2. DIRECTION
Following procedures, instructions or directions.
____ Minimum guidance required, good follow through.
____ Moderate guidance required, good follow through.
____ Considerable guidance required, good follow through.
____ Considerable guidance required, poor follow through.
____ Could not follow procedures, instructions or directions.
____ Other ______________________
____ Unable to rate

3. ACCURACY
Performance within well defined standards.
____ Excellent
____ Above Average
____ Average
____ Below Average
____ Poor
____ Other ______________________
____ Unable to rate

4. REPETITION
Ability to tolerate repetitive activities.
____ Consistently performs well.
____ Performs adequately.
____ Inconsistent performance.
____ Frequently becomes bored or disinterested.
____ Does not tolerate repetitive activities.
____ Other ______________________
____ Unable to rate

5. PERSEVERANCE
Performs continuously for normal periods when required.
____ Maximum effort applied
____ Adequate effort applied
____ Inconsistent display of effort
____ Insufficient display of effort
____ Could not perform continuously
____ Other ______________________
____ Unable to rate

6. MOTIVATION TO WORK
____ Consistent readiness for work
____ Usually willing to work
____ Worked because she/he had to
____ Usually not ready to go to work
____ Had to be prodded into working
____ Other ______________________
____ Unable to rate

Rating Scale - Employability Factors, contd.

7. FOLLOWING POLICY (Includes safety)
____ Readily adopts rules and regulations
____ Needs occasional reminder on a rule
____ Inconsistent practice of rules
____ Would not adopt or follow rules or regulations
____ Other ______________________
____ Unable to rate

8. ACCEPTING SUPERVISOR'S CRITICISM
When the work supervisor explains that work is not being done properly
____ Becomes verbally hostile to the supervisor and refuses to work
____ Excuse the problem by saying that she/he feels ill or that someone is annoying him/her.
____ Listens to the supervisor's suggestion but continues to do the job improperly.
____ Other ______________________
____ Unable to rate

9. INTEREST
____ Readily becomes engrossed in job
____ Work holds his/her attention
____ Maintains a neutral attitude toward job
____ Frequently unconcerned about job
____ Totally unconcerned about job
____ Other ______________________
____ Unable to rate

10. COMPLIANCE
Although the worker follows his/her supervisor's instruction, he/she passively and unquestionably accepts the directions or suggestions of co-workers
____ Frequently, daily
____ Half the time, 2 or 3 times weekly
____ Occasionally, 2 or 3 times monthly
____ Seldom
____ Other ______________________
____ Unable to rate

11. COOPERATION WITH SUPERVISOR
____ Readily establishes and maintains good rapport
____ Establishes an adequate rapport with supervisor
____ Inconsistent relationship with supervisor
____ Frequently shows indifference
____ Totally rejects supervisor
____ Other ______________________
____ Unable to rate

12. SEEKING ATTENTION
On the job, during breaks, or after working hours the worker demands special attention
____ Frequently, daily
____ Half the time, 2 or 3 times weekly
____ Occasionally, 2 or 3 times monthly
____ Seldom
____ Other ______________________
____ Unable to rate

13.RESPONSE TO ABSENCE OF SUPERVISOR
When left unsupervised the worker:
____ Stops working and disturbs entire work area
____ Stops working and engages other worker in conversation
____ Stops working and remains idle
____ Performance not affected
____ Other ______________________
____ Unable to rate

14. INITIATIVE
When the client has completed his assigned task, he volunteers to do additional jobs in the work area
____ Seldom
____ Occasionally, 2 or 3 times monthly
____ Half the time, 2 or 3 times weekly
____ Frequently, daily
____ Other ______________________
____ Unable to rate

Rating Scale - Employability Factors, contd.

15. REACTION TO PROBLEMS WITH WORK MATERIALS

When equipment breaks down supplies are unavailable, or the work process is blocked, the worker:

____ Does nothing
____ Attempts to solve the problem
____ Reports the problem to the supervisor
____ Reports the problem to the supervisor, then finds other work
____ Other ____________________
____ Unable to rate

16. REQUESTING CHANGE OF WORK AREA

This worker asks the supervisor to change his work area because of problems with co-workers, dissatisfaction with the job, or to be with friends

____ Frequently, daily
____ Half the time, 2 or 3 times weekly
____ Occasionally, 2 or 3 times monthly
____ Never
____ Other ____________________
____ Unable to rate

17. RESPONSE TO CHANGE IN WORK ENVIRONMENT

____ Becomes distracted and leaves the work station
____ Becomes distracted and stops working, but remains at the work station
____ Remains at the work station but shows a decrease in productivity
____ Remains at the work station and maintains usual level of productivity
____ Other ____________________
____ Unable to rate

18.ADAPTATION TO NEW ASSIGNMENT

____ Readily adjusts
____ Adjusts with some support
____ Adjusts with a great deal of support
____ Could not adjust
____ Other ____________________
____ Unable to rate

19.CONCEPT OF WORK CAPABILITIES

____ Frequently overestimates capabilities
____ Occasionally overestimates capabilities
____ Realistic concept of capabilities
____ Occasionally underestimates capabilities
____ Frequently underestimates capabilities
____ Other ____________________
____ Unable to rate

20. CLEANING UP THE WORK AREA

When a job is completed or the work day concluded, the worker cleans up his/her work station

____ Seldom
____ Occasionally, 2 or 3 times monthly
____ Half the time, 2 or 3 times weekly
____ Frequently, daily
____ Other ____________________
____ Unable to rate

21. SUPERVISION

____ Functions well with minimum supervision
____ Functions adequately with minimum supervision
____ Functions with considerable supervision
____ Functions with continuous supervision
____ Functions poorly under maximum supervision
____ Other ____________________
____ Unable to rate

Rating Scale - Employability Factors, contd.

22. APPEARANCE

More than one item can be checked. Underline appropriate words in each item checked.

____ Good mannerisms, clean, neat
____ Usually clean and neat, adequate mannerisms
____ Inconsistent mannerisms, cleanliness, neatness
____ Frequently unclean, sloppy, inappropriate mannerisms
____ Unacceptable mannerisms, appearance
____ Other ________________________
____ Unable to rate

23. SOCIABILITY

More than one item can be checked. Underline appropriate words in each item checked.

____ Interacts well with peers, supervisors, others
____ Adequate interaction with peers, supervisors, others
____ Finds it difficult to interact with peers, supervisors, others
____ Did not interact with peers, supervisors, others
____ Other ________________________
____ Unable to rate

PLEASE NOTE ANY OTHER RELEVANT OBSERVATION AND INDICATE TRAINEE'S POTENTIAL IN COMPETITIVE EMPLOYMENT.

SITUATIONAL ANALYSIS PROCESS QUESTIONNAIRE

Suggested ways to use the "Situational Analysis Process Questionnaire"

1. **Vocational rehabilitation counselors and job placement professionals** can use this questionnaire during postemployment follow-up with a client's supervisor to help pinpoint problems.

2. **Professionals responsible for staff development programs** could incorporate this questionnaire into training programs that address job placement issues.

SITUATIONAL ANALYSIS PROCESS QUESTIONNAIRE

Quoted from: Jenny Spann. (1986). The business of keeping a job. Dunbar, WV: West Virginia Research and Training Center, pages 13-15.

Part 1 - Carefully Defining the Situation

1. Describe the problem as it was first presented.

2. Is the problem important enough to require intervention?
____No (Stop here) ____Yes

3. Is the problem primarily:
____Job Production (quality or quantity of work)
____Job Related Behaviors (attendance, supervision, observing work rules)
____On-the-Job Social Behaviors (interpersonal skills, personal habits)

I. Job Production

A. Is the problem the quality of the work?

1. Was the worker able to perform the quality required before?
____Consistently ____Sometimes ____Rarely

2. Can the worker explain or identify acceptable vs. non-acceptable work?
____Yes ____Somewhat ____No

3. Looking at the components of the job:
a. What tasks are being done correctly?____

b. What tasks are being done incorrectly?______________________________________

c. Are they being sequenced correctly?
____Yes No____ Explain____
d. Are the errors consistent? ____Yes ____No

B. Is the problem the level of production?

1. What is the individual's current production rate?___________________________

2. Has the worker performed at full capacity previously?
____Consistently ____Sometimes ____Seldom ____Never

Situational Analysis Process Questionnaire, contd.

3. Does quality suffer if the worker reaches full production level?
____Greatly ____Somewhat ____No

4. Is the job physically arranged for best productivity?
____Equipment adaptations needed?
____Supplies within easy reach?
____Efficient hand and arm movements?
____Minimal walking?
____Minimal interference from co-workers?
____Sufficient lighting levels?
____Acceptable levels of noise?
____Temperature extremes avoided?
____Minimal distractions from traffic?
____Sufficient changes of posture/position?
____Sufficient work breaks?

C. Is it a learning or remembering problem?

1. Is the worker having difficulty following directions?
____No problem ____Sometimes ____Often ____Always

2. Does the worker understand the directions?
____Yes ____Sometimes ____Can't tell ____No

3. Can the worker remember the instructions?
____Yes ____Partially ____Varies from day to day ____Poorly

4. Is the worker aware of the importance of following directions?
____Yes ____Don't think so ____No

5. Is the worker receiving positive as well as negative feedback?
____Often ____Sometimes ____Seldom ____Never

6. When did the problem begin?
____Recently ____Long term

D. Is it a problem with the job environment?

1. Did job circumstances change around the time of the behavior change?
(Check all applicable)
____Change of job tasks
____Change of job location
____Change of co-workers

____Change of supervision
____Higher/faster production rate required
____Reduction in hours worked/pay rate

II. Is it a Problem of Interpersonal Relationships?

A. Is the worker having problems with supervisors?
____Once in a while ____Often ____Almost always

1. When did problems begin?
____Recently ____Long standing

2. Was there a recent change in supervisors?
____Yes ____No

3. Was there a recent change in supervisory style?
____More control ____Less supervision

4. Is the problem -
____Arguing?
____Refusing to follow instructions?
____Inappropriate dependency?
____Seeking constant reinforcement?
____Demanding attention?
____Inappropriate physical contact?

5. What has been done to date to resolve the problem?

B. Is the worker having problems with co-workers?
____Sometimes ____Often

1. Did the problems
____Begin recently ____Long standing

III. Is it a Personal Problem?

A. Is the behavior -
____Use of profanity?
____Obvious abuse of alcohol?
____Arguing and shouting?
____Talking to self?

Situational Analysis Process Questionnaire, contd.

____Inappropriate eating patterns?
____Problems with medication?
____Obvious abuse of controlled substances?
____Absenteeism?
____Tardiness?
____Obvious and frequent lying?
____Problems with personal hygiene?
____Depressed presence?
____Agitated presence?
____Withdrawal?
____Aggressive presence?

Part 2 - Possible Areas of Concern

A. Physical health
____Difficulty in recognizing health problems
____Unable to self-advocate in health system
____Lack of acceptance of disability limitations
____Unable to pay for medical care
____Unaware of health care benefits
____Disallowance of Medicaid/Medicare card
____Poor food selections
____Overeating or undereating
____Not taking medications
____Showing effects of overmedication
____Not following instructions for medications
____Possible drug interactions
____Need for dental care
____Need for visual evaluation
____Need for hearing evaluation
____Could benefit from exercise program
____Possible physical illness
____Possible emotional illness

B. Home and family problems
____Loss or change of primary care giver
____Aging or ill parents and threat of care loss
____Family not supportive of working status
____Friends not supportive of working status
____Experiencing stigma of marriage for disabled
____Marriage conflicts with parents' wishes
____Difficulty setting up household
____Difficulty handling responsibility of marriage
____Individual experiencing divorce
____Divorce among care givers
____Sexual adjustment concerns
____Promiscuous behavior

____Pregnancy
____New child in family
____Older child responding to parent's disability
____Difficulty coping with children's needs
____Change in living arrangements
____Change in transportation arrangements/needs
____Move from parent's home to other arrangements
____Move from supervised living to independence

C. Financial Management
____Change in wages
____Change in SSI/SSDI or other benefits
____Inability to budget necessities vs other expenditures
____Debts
____Inability to control spending
____Inadequate income for basic needs
____Easily influenced in making purchases
____Does not understand value of money
____Need for guardianship
____No need for guardianship
____Need for money management i.e., direct deposit

SIX RIGHT ANSWERS TO SIX TYPICAL QUESTIONS

Suggested ways to use "Six Right Answers to Six Typical Questions"

1. **Vocational rehabilitation counselors and professionals who teach job seeking skills classes** can help clients develop and practice answers to the six questions described. If the client's answers were videotaped and critiqued, it would enhance the development of their skills. In addition, these and other typical questions could be used during mock interviews.

2. **Individuals with learning disabilities and their advocates** could also develop and practice answers to the questions in this list. It would help to have a specific job in mind so that the questions that require description of transferrable skills can be answered more realistically and precisely.

SIX RIGHT ANSWERS TO SIX TYPICAL QUESTIONS

Quoted from: D.D. Phoenix, D.L. Uken, and C. Newell (1984). Preemployment skills training for the learning disabled: A job club manual. Reno, Nevada: Rehabilitation Division, Department of Human Resources, State of Nevada.

An interviewer has the job of discovering who you are, what you want, and how appropriate you are for a specific job. The interviewer has to do all this in a very short amount of time. Your task, is to help the interviewer do his/her job as efficiently and effectively as possible. Since interviewers are trying to get basically the same information from every applicant, you can make a very good impression if you are prepared and give clear, concise, logical answers to the typical questions that interviewers ask.

Most questions are straight-forward, but others are "leading". The interviewer is giving you some freedom to direct that part of the interview. That then is your chance to go into your "song and dance" to show what an effective communicator you are, and how motivated you are to do a good job in the company if you are selected for employment.

The following are some typical questions. Your response should be clear, honest, poised and well-thought-out.

1. *"Tell Me About Yourself."*

   Emphasize your general interests, your school and work experience and clearly demonstrate how those interests and skills relate to the job you are applying for.

2. *"Why Did You Leave Your Last Job?"*

   You should discuss the reasons you left a previous job in positive terms. Think about this until you can see that there was a good reason why you "left" that last job. Then emphasize that reason to the interviewer. Some reasons include "a lay-off," "a cut-back," "the seasonal nature of the job," "that it was a part-time job." Perhaps you had to travel too much, or work at tasks that were above or below your abilities or interests. Other reasons may include that it was dangerous work, the conditions weren't safe or healthy, or the job simply didn't pay enough. Perhaps the best answer might be that you wanted to get into a new line of work. The emphasis should always be on the positive. Don't criticize your previous employer. There's no payoff in that. Be upbeat, positive, future oriented.

3. *"How Much Salary Should You Be Paid?"*

   This is always touchy. The best approach is not to commit yourself to a figure that may be too low or too high. "I'm confident that if you hire me for this job, you'll pay me a fair wage that reflects my skill level and experience." Get the job first, then negotiate the salary.

Six Right Answers to Six Typical Questions, contd.

4. *"Why Do You Want to Work for This Company?"*

   You should relate positive aspects of the job itself and the company generally: its reputation, location, type of work (products or services), and so forth.

5. *"Have You Done This Type of Work Before?"*

   Obviously, if you have actual experience in this line of work, so much the better. Simply explain succinctly and in concrete, specific detail your work history. If you don't have actual experience, then show how much transferable skill you have that may be used in this new line of work. A Salesperson is a salesperson of anything. He or she may specialize in used cars but the basic ability to sell can be used to sell rubber tires or ruttabagas. Show those general skills you possess that would indicate you would be able to learn the specific demands of the job you're applying for.

6. *"Why Should We Hire You For This Job?"*

   List your skills and attitude about the job. Emphasize that you have demonstrated the necessary specific and/or general skills. Express your primary qualities are just right for the job. Don't be coy or humble. Be clear, honest and express yourself in a positive manner.

Homework Assignment

1. Write six paragraphs which effectively answer each of the six typical questions.
2. Memorize those paragraphs and practice so that your delivery will be smooth in an actual interview.

THE WAY YOU LOOK

Suggested ways to use "The Way You Look"

1. **Vocational rehabilitation counselors, special educators, and others** could present this information as part of a job seeking skills class for individuals with learning disabilities.
2. **Individuals with learning disabilities** could use this information as they get ready for job interviews.

THE WAY YOU LOOK

Quoted from: J.M. Farr, R. Gaither, and R.M. Pickrell. (1987). The work book. Mission Hills, CA: Glencoe, pages 10-12. Quoted with permission.

It may seem obvious, but good personal appearance and hygiene are extremely important when you are looking for a job. Many people suffering from extended unemployment stop paying attention to their physical selves. You should realize, however, that 40 percent of those remaining unemployed do so because of poor personal appearance. Don't be one of these people!

When you go to an interview, look like the right person for the job. In the first few seconds the employer will probably decide not to hire you if you have neglected your personal appearance. It makes no difference how skilled you are. The employer will usually hire someone with a pleasing appearance.

Three factors determine the way you look. These factors are dress, grooming, and hygiene.

Dress

The employer will notice immediately how you have dressed for the interview. Below are some basic rules to follow as you dress for an interview.

- Dress one step above what you would actually wear on the job. For example, if you would wear jeans and a T-shirt on the job, wear nice, casual clothes to the interview. You can find out what kind of clothing is worn on the job by visiting the company before the interview. Notice the dress of employees with jobs similar to the one you are seeking. If it is not possible to observe employees, use your good judgment. After a few interviews you will have a good idea how to adjust your dress to fit the situation.

- Never wear jeans, T-shirts, tennis shoes or other informal clothing to an interview. If you're applying for a job in which you would normally wear rough clothes, such as work boots, blue jeans, and sweatshirts, and you're worried about not looking like you're ready for work if you wear nicer clothes...don't worry. Just tell the interviewer that you've brought work clothes with you. By doing this you will meet the employer's expectation of good appearance, and you will still be ready for work.

- Wear clothes that are clean, neat, and in good condition. Buy good quality, well-fitted clothes and use them for interviews only.

- Dress conservatively! Do not wear loud colors or prints. Avoid mismatching colors and patterns (don't wear pink with orange or plaids with stripes). Avoid excessive or gaudy jewelry and accessories such as long necklaces with large medallions, and huge belt buckles. Shine your shoes. Match belts, purses, and other accessories with the rest of your clothes. If you feel that it's nobody's business but yours what type of clothes or styles you wear, don't expect to be hired right away. The price you pay for wearing the "in" style may be unemployment.

- Have a "dress rehearsal" before the interview. Dress exactly as you will for the interview, then ask a friend or relative for comments. "I'm going to interview for a job as a (fill in your job objective). How do I look? Do I look like the right person for the job? Do you think I'm dressed one level above what other people doing this job would wear?" Have your dress rehearsal in front of a mirror if there is no one to give helpful comments.

Now use your common sense and past experiences to decide how you would dress for a certain interview. Assume the interview is for a job that you want. How will you dress? Give the color and type of clothing for each category.

My Dressing Plan

Top: ______________________________

Bottom: ______________________________

Shoes: ______________________________

Socks: ______________________________

Accessories (jewelry, ties, belts, etc.): ______________

____

Grooming

Grooming is another part how you look. Follow the basic rules of good grooming listed below.

- Keep your hair well-groomed. It should be clean, combed, and neatly styled.
- Men, shave before you go to an interview. Mustaches and beards should be neatly combed and trimmed. If you want to grow a new mustache or beard, wait until after the interview. Mustaches and beards in their early stages do not look good.
- Neatly trim your fingernails.
- Use makeup, perfume, and after-shave sparingly.

Employers expect the right person for a job to be well-groomed. What does complete grooming include? Explain how you can make sure that you, personally, are well-groomed.

My Good Grooming Plan

Hair: ____

Face: ____

Hands: ____

Other: ____

Hygiene

Hygiene is a third important factor in your personal appearance. Practice the following basic rules for good personal hygiene.

- Keep your body clean. Good personal hygiene begins with a clean body.
- Wash your hair regularly.
- Brush and floss your teeth every day.
- Use deodorants.
- Clean your fingernails.

Dress, grooming, and hygiene are closely related. Neglect of one hurts the others. Even if you are well-dressed and well-groomed, you will **not** have a good personal appearance if you have overlooked your hygiene.

Remember

Forty percent of the people who stay unemployed do so, in part, because their personal appearance does not meet employer expectations.[1]

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[1] Janice Prazak and Robert A. Walker, Job-Seeking Skills Reference Manual (Minneapolis: MRC, 1981), p. 3.

WHY MOST PEOPLE REMAIN UNEMPLOYED

Suggested ways to use "Why Most People Remain Unemployed"

1. **Vocational rehabilitation counselors** can use this article to refresh their awareness of how myths can hinder effective job search activities.

2. **Vocational rehabilitation counselors** could also discuss this article with clients in order to help them develop a more accurate understanding of the job seeking process.

3. **Special educators** could incorporate this information into job seeking skills classes.

4. **Individuals with learning disabilities** can use this information to help sustain their morale and focus their efforts appropriately during the job search process.

WHY MOST PEOPLE REMAIN UNEMPLOYED

Quoted from: J.M. Farr, R. Gaither, and R.M. Pickrell. (1987). The work book. Mission Hills, CA: Glencoe, pages 4-5. Quoted with permission.

One of the biggest barriers to a rewarding job search is the belief in labor market myths. Many people base their job search on totally false information. Following are some common myths that often cause disastrous results.

Myth	***Fact***
Most interviewers are well trained.	Fewer than five percent receive professional training. You might have to take both parts - interviewer and interviewee.
Interviewers use only logic and reason.	Many rely on "gut reactions" since most applicants can't present their skills and don't know what the employer wants.
Employers consider only paid work experience.	Employers look for good attitude, education, and a desire to learn, even without experience.
There are no jobs.	"Cop out!" More and more small businesses are being started every year. More and more people are working every year.
Hard work, good education, and loyalty guarantee steady work.	Talk with hard-working, loyal, college graduates who are out of work, and they'll say, "There's only one guarantee for employment...learning how to look for a job!"
All hiring begins at the personnel department.	This is true only for the untrained job-seeker. Most job openings are filled before they're listed. And many organizations don't even have a personnel department!
Most jobs are in big companies.	Definitely not true. Eighty percent of all work is done in small businesses. Ninety percent of all "first hires" occur in small businesses.
Employers won't talk to you unless they have an opening.	Wrong! Employers are always on the lookout for good workers. Be one!

Why Most People Remain Unemployed, contd.

Myth	*Fact*
Sending 1,000 resumes gets a job.	One good personal contact is worth 1,000 resumes.
There are good times and bad times to look for work.	Don't be trapped by this thought. While you are looking for work, all the time is a good time for job-hunting.

The average length of unemployment is from three to four months. Why does it take people so long to find work? Experience shows that people suffer from extended unemployment for one or more of the following reasons:

REASONS FOR STAYING UNEMPLOYED

90%	Can't answer interview questions to employer's satisfaction
85%	Not enough job-search activity
80%	Can't identify and verbally communicate skills
40%	Poor or out of place appearance

ANNOTATED BIBLIOGRAPHY OF SELECTED PRINT MATERIALS TO ASSIST IN THE VOCATIONAL REHABILITATION OF PERSONS WITH LEARNING DISABILITIES

Beaver, S. and Collum, J. Good for me: Leader manual and student manual. (1984). St. Paul, Minnesota: The Minnesota Association for Children and Adults with Learning Disabilities.

This is an adolescent training program to assist learning disabled students to develop personal skills to help them adjust to themselves and to others. An analogy is drawn between the similarities of computer programming and personal programming. The leaders manual contains both the instructions to leaders conducting the training and the student exercises. The student handbook contains only the student exercises. The training program covers feelings, thoughts and behavior; attitudes and actions; self improvement and self confidence; basic needs of belonging, competence, and worth; and personal development. Suggestions for leaders on group process, how to teach, where and when to meet, how to conduct group sessions and how to evaluate are provided in the leader's manual.

Connolly, M., et. al. (1987). Making choices: A handbook for the transition from school to work for learning disabled young adults and their parents. Portland, Maine: University of Southern Maine, Center for Research and Advanced Study, Human Services Development Institute, The York County Transition Project.

Making choices is a handbook for learning disabled teenagers and young adults, their parents, families, and guardians. It addresses a wide range of functioning and disability among the learning disabled, and offers many options in programs and services for those who are deciding what to do after high school. The contents include: 1) Making the transition; 2) Reaching adulthood; 3) The world of work; 4) Independent living; and 5) Getting help.

Connolly, M., et. al. (1987). Partners in the process: A handbook on transition for school and community programs serving learning disabled young adults. Portland, Maine: University of Southern Maine, Center for Research and Advanced Study, Human Services Development Institute, The York County Transition Project.

This book outlines a model transition program and procedures that professionals may follow to oversee the transition of specific learning disabled young adults. The contents of the book include: 1) Making the transition; 2) Reaching adulthood; 3) The world of work; 4) Independent living; and 5) Getting help. This transition project found that all partners in the transition process benefit through participation and become part of a multi-disciplinary network.

Heath Resource Center. (1989). Resources for adults with learning disabilities. American Council on Education, National Clearinghouse on Postsecondary Education for Individuals with Handicaps, One Dupont Circle, Suite 800, Washington, DC 20036.

This booklet lists books, pamphlets, articles, newsletters and organizations that are resources to assist learning disabled adults. Agencies that provide basic, remedial, postsecondary education, training and employment are listed. Toll-free telephone numbers of agencies assisting in the education and employment of adults are listed.

Michaels, C.A., Thaler, R., Gioglio, M., Zwerlein, R., and Apostoli, B. (1988). From high school to college: Keys to success for students with learning disabilities: Strategies to facilitate transition for college, high school and rehabilitation professionals. Albertson, NY: Human Resources Center, The National Center on Employment and Disability, Vocational Rehabilitation Services Division.

This book outlines a model demonstration project that combines techniques and strategies from both special education and vocational rehabilitation that will facilitate the transition of students with learning disabilities from high school into community college. Four major problem areas are identified: 1) academic; 2) social-emotional; 3) vocational; and 4) organizational. The transition process is described and the roles of the high school, vocational rehabilitation system and the community college are discussed. A section on facilitating transition provides specific help to assist learning disabled clients make the transition from high school to college. The concluding section of the book provides assistance to help learning disabled youth make the transition from college to the world of work.

Michaels, C.A., Thaler, R., Gioglio, M., Zwerlein, R., and Apostoli, B. (1988). How to succeed in college: A handbook for students with learning disabilities. Albertson, NY: Human Resources Center, The National Center on Employment and Disability, Vocational Rehabilitation Services Division.

This book is designed for the student with learning disabilities who is contemplating or about to enter college. It will help learning disabled persons choose an appropriate college and learn more about themselves. The book will assist students in recognizing their learning disabilities and provide suggestions on how to develop successful coping strategies. Other topics covered are motivation, how to manage stress and setting goals. Students will find information on choosing college majors and using college resources.

Scheiber, B. and Talpers, J. (1987). Unlocking potential: College and other choices for learning disabled people - a step-by-step guide. Bethesda, Maryland: Alder and Alder Publishers, Inc.

This book is designed to help learning disabled students achieve access to postsecondary campuses and to help campuses make accessibility a reality. The book describes learning disabilities and guides the reader in making choices after high school. A section deals with accommodations needed by learning disabled students to survive in college. Helps are provided on creating an appropriate environment. A major section of the book provides information on acquiring and using study skills. These skills include time management, reading comprehension, listening and notetaking, preparing for exams and writing. Counseling and support services are suggested that are designed to relieve frustration and anxiety. The concluding chapter of the book lists organizations that can help learning disabled students, teachers, parents and others in the accessing of postsecondary schools.

Tomlan, P.S. (1985). You're not the only one: Reading between the lines as a learning disabled young adult, Volume II. Albuquerque, New Mexico: Information Archival, Inc., Ed. Survival, P.O. Box 15716, Rio Ranco, NM 87124.

This is a self-help book for young adults with learning disabilities. Topics include: organization and time management skills, the development of learning disabilities and what one should be aware of as a learning disabled parent and considerations for job selection given the strengths and weaknesses of the learning disabled person. Each topic is complete in and of itself and can be used as a springboard for discussion into deeper issues with specific people. Practical advice is given for those learning disabled high school students who choose to go on to college or to enter the world of work.

Tomlan, P.S. (1985). You're not the only one: A survival guide for the learning disabled adolescent in school, Volume I. Albuquerque, New Mexico: Information Archival, Inc. Ed. Distributed by PST Educational Consultants, P.O. Box 620492, Littleton, CO.

This book is designed to be used with learning disabled high school students. The book helps learning disabled students to determine if they have an auditory, visual, language or motor disability. After determining the type of disability, the student is directed to the section of the book that will help him or her develop strategies to cope with the disability. Helpful hints and suggestions are provided in language that can be understood by learning disabled students. It is suggested that teachers become familiar with the book and be involved in its use by high school students. The publication is distributed by PST Educational Consultants, P.O. Box 620492, Littleton, CO.

VIDEOTAPES RELATED TO THE VOCATIONAL REHABILITATION OF PERSONS WITH LEARNING DISABILITIES

Crow, C. How to Work with Handicapped Students. (1988). Pierce County Vocational Special Education Cooperative, 4500 Steilacoom Blvd., S.W., Tacoma, WA 98499 (60:00 minutes).

This is a videotape of a training session given by Dr. Cal Crow to Clover Park Vocational Technical Institute teachers and students serving in the Peer Mentor Program. Dr. Crow is from the Highline Community College Career and Work Related Education Center.

The introductory section describes the Peer Mentor Program at Clover Park VTI. Students with disabilities from local high schools spend two or more days at Clover Park VTI working with members of the student council. The first day they monitor a vocational cluster area with the assistance of a peer mentor from the student council. During the second day the high school students select a specific area of the vocational cluster to monitor in detail. Their peer mentor provides them with information about the area, job market possibilities and then evaluates where they are at present in the particular vocational cluster area. This evaluation is subject to approval by a Clover Park VTI instructor. The information is then referred to the high school instructors, counselors and the students' parents. This information is used to assist the student in making career choices and in enrolling in postsecondary education.

In his presentation on how to work, Dr. Crow lists several topics that need to be understood by both teachers and students. They are:

1. The necessity for change;
2. Communication and interpersonal skills;
3. How institutions operate;
4. How people fit into the larger picture;
5. Skills of negotiation and conflict avoidance;
6. Need to be information seekers.

Dr. Crow provides an insight into the changing work force and how to work with students with handicaps to prepare them for joining the workforce of the present and the future. Both he and the workshop participants discuss the ways they work with students with handicaps.

Gannett Co., Inc. (1986). I'm Not Stupid (51:00 minutes).

This videotape starts out with scenes of race car driver Jackie Stewart driving a high performance racer. Mr. Stewart describes his experiences as a race car driver and as a learning disabled student who dropped out of school at the age of 15. Learning disabled student behavior in the areas of writing, math, spelling, reading, and remembering are shown. The major portion of the videotape tells the individual stories of six learning disabled youth and adults around the nation and their experiences in school and business in dealing with their learning disability. Stories include a gifted LD youth who started school labeled as mentally retarded, a mountain climbing school in New Mexico, a LD millionaire and LD adults who are successful in their fields of work. A strong case is made that persons with learning disabilities can be successful.

Illinois Department of Rehabilitation Services (IDORS). (1987). Opening DORS to Equal Opportunity and Independence. (12:48 minutes).

This captioned videotape describes IDORS services to disabled adults. Several case studies of successful DORS clients tell how DORS services helped them to become employed, self-supporting and independent. The roles of counselors and job coaches are explained. The way DORS serves the whole community is described. Lekotek centers are described. A Lekotek is a Scandanavian word for "Play Library." Lekoteks are funded by DORS to assist parents and their disabled children to interact and play together. Instructions are provided on how to access DORS.

Maryland State Department of Education, Division of Vocational-Technical Education. (1987). Excellence At Work (30:00 minutes).

This videotape describes vocational-technical education in Maryland. It is narrated by Addison S. Hobbs, Assistant Superintendent, Vocational-Technical Education. State of the art exemplary secondary and postsecondary programs are described through on-site visits to several Maryland vocational-technical programs. The development of business/education partnerships is explained. Details on how modern vocational-technical education adjusts to changes in the workplace are provided. Examples of how special needs students, including learning disabled students are served, are provided. The role of vocational evaluators, support service team coordinators and special education instructor coordinators is described in visits to successful programs.

Milwaukee Northeast Office of Vocational Rehabilitation. (1986). Introduction to Vocational Rehabilitation Services to Prospective VR Clients. 120 East Capitol Drive, Milwaukee, WI 53212-9990. (9:00 minutes).

The purpose of this videotape is to explain vocational rehabilitation services to clients, educators, parents and others. The concept is that the disabled are able. Many disabled persons at the beginning of the tape are shown performing a wide variety of jobs in business and industry. Vocational rehabilitation is described, including the goal, resources available and how to apply for services in Wisconsin. Eligibility determination, diagnostic services and how to appeal decisions are discussed. The videotape also describes the development of the Individual Written Rehabilitation Plan (IWRP), training services that can be provided and how clients are assisted in getting a job. The duties of the clients are described.

PACER Center, Inc. (1986). Vocational Rehabilitation and You. Produced in cooperation with the Minnesota Department of Jobs and Training, Division of Rehabilitation Services. (16:00 minutes).

This signed videotape describes how the Minnesota Division of Rehabilitation Services serves persons with disabilities. Two case studies are used. One is about how a learning disabled client with epilepsy was served and the other is how a supported work program served a mentally retarded person with a physical disability. Telephone numbers are provided for persons wishing to access rehabilitation services in Minnesota.

University of Michigan Media Library. (1982). Explorations: Vocational implications of specific learning disabilities. Part I (15:13 minutes).

This videotape was prepared under the auspices of the Michigan State Department of Education and the Rehabilitation Services Administration for professionals in vocational rehabilitation. An overview of four aspects of rehabilitation are covered: 1) Definition; 2) Referral sources; 3) Diagnosis; and 4) Eligibility. A description and definition of specific learning disabilities is given along with strengths and weaknesses of SLD. Academic, auditory, visual, social, cognitive and tactile-motor deficits are described. Details of a psychological report are provided.

University of Michigan Media Library. (1982). Explorations: Vocational implications of specific learning disabilities. Part II (16:03 minutes).

Part II of the Explorations videotape provides an overview of functional assessment, vocational exploration, planning and placement. Details are provided on how to work with SLD clients in each of these areas. Case studies are used to describe the four aspects of vocational rehabilitation.

Wright State University. (1985). Learning disabilities: Coping in college. Dayton, OH 45435 (14:43 minutes).

This videotape was developed to be used in conjunction with a discussion about the impact of learning disabilities on performance in a postsecondary setting. Several questions are used to involve the audience and stimulate discussion. Some of these questions are:

1. How is the term "learning disability" defined?
2. What types of misconceptions surround the term "learning disability?"
3. What techniques have the students used to compensate for their learning disability?
4. What types of learning styles were described in the videotape?
5. How can guidance counselors/teachers assist learning disabled students in planning for postsecondary education?

A discussion guide which is included with the videotape provides short answers to the questions.